

# 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.

<b>School Name</b>	Cathedral City Elementary
<b>Address</b>	69-300 Converse Road Cathedral City, CA 92234
<b>County-District-School (CDS) Code</b>	33-67173-6032403
<b>Principal</b>	Brenda Santana
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/25-6/30/26
<b>Schoolsite Council (SSC) Approval Date</b>	4/28/25
<b>Local Board Approval Date</b>	6/24/25

X This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

The mission of Cathedral City Elementary School is to provide a highly engaging, academic, and safe environment in which we foster students strengths and encourage them to reach their full potential. Our staff, along with families and community members strive to provide inclusive and equitable learning opportunities for students to achieve excellence.

## School Profile

Cathedral City Elementary School is located in Cathedral City, California, within the Palm Springs Unified School District. The school serves approximately 620 students in grades TK through 5. Cathedral City Elementary also provides a range of special education services, including speech and language services, Resource Specialist Program (RSP) services, and 4 mild/moderate Special Day Class (SDC) classrooms. A special education collaboration model is implemented at CCE. Instruction within this collaborative service delivery model is aligned with content and performance standards and ensures access to the core curriculum for all students.

To support a smooth transition from Early Childhood Education (ECE) to Kindergarten, one Kindergarten teacher from each elementary school meets three times per year with ECE teachers to discuss the essential skills needed for student success. These meetings will be held at the District Office or virtually and are facilitated by the ECE Principal, who gathers input from elementary principals and/or Kindergarten department leads. Incoming ECE students will also have the opportunity to visit Kindergarten classrooms. Each year, parents of incoming Transitional Kindergarten (TK) or Kindergarten students are invited to attend an informational meeting at the elementary school to meet the principal and Kindergarten teachers. Parents are provided with instructional materials and supplies to support their children over the summer. These articulation efforts are supported through centralized Title I funds.

This School Plan for Student Achievement (SPSA) is based on an analysis of student achievement data conducted by staff and the School Site Council. Actions and expenditures are adjusted to meet identified student needs. The SPSA is reviewed and monitored in both the fall and spring.

Students are assessed using curriculum-based probes, STAR interim assessments, and common grade-level assessments. This data informs Tier I instruction, including small, teacher-led groups, and is also used to develop and monitor Tier II intervention groups.

Cathedral City Elementary School worked in collaboration with the District Office to revise this school plan. The plan has been developed in accordance with guidelines established by the California Department of Education and the California Education Code.

## Purpose and Description

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

☒ Schoolwide Program

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

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

# Educational Partner Involvement

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

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

### SSC Election Dates and Results:

**Teachers:** An email was sent to teachers on 08/19/24 requesting nominations for two vacancies, with a submission deadline of 08/22/24. A Google Form ballot was emailed to teachers on 08/23/24, listing two nominees: Tiffany Cobb and Tracy Darrin. Voting closed on Wednesday, August 28, 2024, at 9:00 a.m. Both Tiffany Cobb and Tracy Darrin were elected.

**Other (Classified):** The classified member, Cynthia Gutierrez, is in the second year of her term on the SSC. A vote for this position was not held.

**Parents:** A Google Form for parent nominations to fill three vacancies was emailed via ParentSquare on 08/23/24, with a deadline of 08/27/24. Four parents were nominated: Aratzi Pineda, Lourdes Carvajal, Melanie Arellano, and Mariana Frias (who is already serving a two-year term and was therefore not placed on the ballot). Aratzi Pineda, Lourdes Carvajal, and Melanie Arellano were placed on the ballot, which closed on 09/06/24. All three were elected to the SSC.

### SSC Meeting Dates and Topics:

9/17/24:

- Annual SSC training conducted
- Parent engagement opportunities presented
- Emergency meeting procedures shared
- Meeting held both in person and virtually

10/22/24

- Approval of previous meeting minutes
- Review of current data: SBAC, ELPAC, and attendance
- Analysis of growth in ELA and Math
- Discussion of school goals and related actions
- Review of staff professional development and its alignment with school goals
- Title I and LCAP budgets discussed; new budget figures shared for transparency
- Correction of clerical error from spring related to staffing costs; adjustments made to LCAP-funded materials/supplies accordingly
- Review of prior year's School Safety Plan goals
- Stakeholder input gathered on professional development, academic achievement, and use of Title I, LCAP, and CSI funds

2/4/25:

- Approval of minutes
- Review of updated dashboard data showing significant growth from 2023 to 2024
- ELPAC data and ELAC report shared
- Attendance data reviewed
- SPSA goals and actions discussed
- Stakeholder input gathered for SPSA updates
- Updates provided for Title I and LCAP budgets
- Vote held on proposed reallocation of funds and changes to budget
- Parent engagement opportunities reviewed

4/28/25:

- Approval of minutes
- Review of 2024–2025 SPSA and input gathered for needs assessment
- ELAC ideas and survey results shared; SSC parents expressed agreement with ELAC-identified needs
- Review and approval of 2025–2026 SPSA draft, including actions and expenditures
- LCAP input collected and shared with PSUSD
- ELAC/DELAC report and input shared with SSC

-STAR data and attendance data reviewed

#### ELAC Meeting Dates and Topics concerning the SPSA:

##### 9/24/24 ELAC meeting:

- Title I training and ELAC training
- Reviewed, edited, and gathered parent input on the Parent Compact and Parent and Family Engagement Policy
  - Shared school data and reviewed CCE's SPSA goals
- Discussed school needs and gathered parent input to inform school goals.

##### 11/21/24 ELAC Meeting:

- Shared election results
- Reviewed election results
- Reviewed ELAC bylaws
- Provided an overview of English Learner services

##### 2/20/25 ELAC Meeting:

- Reviewed STAR assessment data and EL attendance data
- Conducted schoolwide needs assessment and gathered parent input
- Shared DELAC updates
- Reviewed upcoming events

##### 4/25/25 ELAC Meeting:

- DELAC updates shared
- Review of results from Schoolwide needs assessment and parent input shared.
- Continue to gather input for next years programs
- State testing updates provided
- Discussed parent opportunities for involvement
- Collected input for SPSA actions to be shared with SSC.
- Review of services- additional tutoring opportunities

#### Site Leadership Meeting Dates and Topics Related to SPSA Actions or Data:

##### Summer Leadership – 8/2/24:

- School goals for the year
- Current attendance and suspension data
- School mission review
- Classroom and instructional expectations
- Professional development overview
- Assessment and data review

##### 9/10/24 Leadership Meeting:

- Literacy plan and goal setting
- UDL plan and site visits
- ELD classroom observations
- Role of instructional coaches
- Solution Tree/PLC and SMART goal development
- Professional development updates

##### 10/14/24 Leadership Meeting:

- Write Bright curriculum review
- Solution Tree/PLC updates
- UDL action plan and staff commitments
- Success Committee updates
- Equity presentation
- Attendance data review
- SST process updates

##### 11/12/24 Leadership Meetings:

-One-on-one data check-ins with admin to review PLC progress and grade level needs.

12/10/24 Leadership Meeting:

- Solution Tree updates
- Clarification of committee purposes
- California School Dashboard updates and discussion
- Testing calendar review
- Coaching support updates

1/14/25 Leadership Meeting:

- Math and ELA plan check-ins
- Solution Tree data collection update
- Literacy plan review
- Lexia usage monitoring
- Studies Weekly curriculum
- Amplify progress check-in
- ELPAC testing update
- Summit K12 pacing review
- STAR testing window planning

2/18/25 Leadership Meeting:

- ELPAC testing update
- UDL and equity professional development
- ELD and UDL classroom visits
- LCRS plan and next steps
- Professional development action plan for 2025–2026
- Grade-level data sheets

3/11/25 Leadership Meeting:

- CAASPP testing updates
- AMS grant update
- AR and Lexia usage review/discussion around programs for 25-26
- Professional development planning for 2025–2026
- Career Day planning
- LCAP survey discussion
- Family engagement survey review

4/29/25

- Review bell schedule options and schedules for 25-26
- Testing schedule and clarifications/planning for student motivation
- End of year PLC data

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

1. Continue to fund a Paraprofessional II to provide reading intervention support.
2. Continue to fund the Community Liaison to strengthen parent-school connections, support families with attendance and English Learner (EL) data/information, and connect families with resources that help students succeed.
3. Continue to fund supervision aides to maintain student safety on the playground and at school entry points each morning.
4. Provide monthly academic family nights to help parents understand key academic content in subjects such as ELA and math. Teachers will share instructional strategies and resources to support learning at home. Light refreshments and childcare will be provided to encourage participation.
5. Continue to fund substitutes so teachers can meet with parents to address academic or behavioral concerns.

6. Continue to fund supplemental supplies and materials to support the school-wide attendance plan, with the goal of improving average daily attendance and reducing chronic absenteeism.
7. Continue to fund supplemental Tier I instructional supplies and materials to support the implementation of Professional Development.
8. Continue to fund hourly pay and stipends for professional development and collaboration time to support staff training and planning.
9. Continue to fund a bilingual paraprofessional to support the district-provided reading intervention teacher with Tier II reading intervention.
10. Continue after-school language development support for newcomers and beginning English Learners.
11. Continue to fund teacher collaboration through the school's partnership with Solution Tree. This includes funding for coaching, substitutes and planning time to support data analysis and best-first instruction.
12. Continue to fund Saturday schools for students in grades 3-5 in preparation for SBAC testing, targeting subgroups in need of additional support.
13. Fund additional mental health support for students.
14. Continue to fund supplies and materials to support Tier I social-emotional learning (SEL) in classrooms.
15. Fund training opportunities for the school counselor, community liaison, teachers, and administrators to address social-emotional needs, Tier I and Tier II supports, and school attendance strategies.
16. Fund programs that support families with reading strategies and provide books for students to use at home.
17. Continue to fund and expand subscriptions for instructional programs such as AR, Lexia, Novel Effect, and Scholastic News, etc.
18. Continue to fund technology upgrades as needed to support classroom instruction.

## Resource Inequities

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

Based on the California Dashboard Data, resource inequities have been identified in specific subgroups. Our Homeless subgroup continues to be in the red category in ELA scoring 96.2 points below standard. In addition, our English Learners are scoring 86.5 points below standards in ELA. In Mathematics, our Students with Disabilities are showing very little progress, scoring in the orange (156.7 points below standard).

The most recent California dashboard data for these sub-groups from 2023-24 indicate that these groups are making some progress, but there is still need to continue making growth. In ELA, our English Learners' progress increased from 14.2 points showing growth. however, they are still 86.5 points below standard. This was an increase of 14.2% from last year in English Language Arts. . In ELA, overall we we moved from red to yellow in the all students group, with an increase of 13.5 points. With this increase, the all student group continues to be 68.8 points below standard. Our school results in 2022-23 indicated that we had all 5 subgroups in the red. This improved greatly for the 2023-2024 Dashboard which now indicates only one subgroup- our Homeless students in the red for ELA. In ELA, the Students with Disabilities sub group increased 11 points to orange, SED increased 14.8 points to 68.1 points below standard, and our EL group increased 14.2 points but is still 86.5 points below standard. Our English Learner progress indicator notes an increase of 11.5% with 45.5% of students making progress. In Mathematics, the subgroup of Students with Disabilities scored 156.7 points below standard and moved from red into the orange indicator status because of an increase of 11 points. All other subgroups scored yellow indicators and all had an increase in points. Although there were great improvements, the actions addressing Homeless groups and SWD groups will continue for the 2025-2026 school year. Tier II intervention in Reading will continue to be a priority. We will continue an emphasis on tracking additional data for our homeless students, English Learners, and SWD. In partnership with the Special Education case carriers, we will look at data for our students with disabilities and monitor interventions for them. We will also provide time for articulation meetings-meetings that will include the general education teacher and SDC case carriers, including speech, to ensure that



students are making progress toward goals by working together and providing the best instructional strategies for students to succeed. Common grade-level assessments and SMART Goals will also track and monitor Homeless, EL, and SWD groups. Intersessions and Saturday School will be planned for students in the above-named subgroups, having first priority to attend. Professional development in the area of English Learner strategies will be a priority for all teachers so that all of our English Learners receive the same strategies during ELD-integrated and designated instruction.

On the State Benchmark, Star Reading test, the Proficiency scores in 3rd-5th grade increased by 3% from winter of 23-24 to winter of 24-25 with 23.4% of students scoring a level 3 or 4. On the State Benchmark, Star Math test, the Proficiency scores decreased .7% from winter of 23-24 to winter of 24-25. These State Benchmark Star scores indicate a further need for improvement in both ELA and math. As a result of this data, we will do the following to help improve overall data, but will closely monitor subgroup data and prioritize those with the highest need such as our English Learners, Homeless students, and Students with Disabilities.

These inequities will be addressed in Goal 1 for through various actions.

In the area of:

- Small group instruction - Prioritize EL and Homeless students scoring in the intensive range on a common foundational reading assessment during guided reading for targeted intervention. The master schedule will continue to provide a block of time to allow SWD to have focused intervention without interfering with core instruction.
- Newcomer English Support - Newcomer after-school language development support will be provided on Wednesdays after school. If there are not enough newcomers, the support can transition to beginners.
- Professional Development & Collaboration Time - Certificated staff will collaborate with Solution Tree to analyze data and implement strategies that will increase a focus on planning lessons and differentiating for our subgroups using data. Teachers, Literacy Coach, and Academic Coach will have a specific focus on identifying strategies, including Kagan Engagement strategies and UDL, to support SWD and EL student subgroups. Our short-cycle assessments and progress monitoring will be selected based on STAR data and will be aligned to the California State Standards and Learning targets. These will then be reviewed and disaggregated in our PLC's and data chats based on our subgroups to identify continued needs. In 3rd-5th grades, Performance Tasks will be given throughout the year with the ultimate goal of students being able to complete these on their own. Teachers will continue to collaborate weekly for purposes of lesson planning to improve first instruction around the area of ELA and math. Expectations for Math LES lessons will increase from two times to three times per month. Students with disabilities will be closely monitored during these lessons, teachers will be expected to differentiate in the planning of these lessons to include ELD strategies and scaffolds to help support our struggling students. Math expectations will continue to be focused on High-impact strategies and mental math routines using our Bridges curriculum. Support will also be provided for instructional strategies to be used in teaching reading and writing during ELA- aligning it with our current adoption of Wonders. WIN (What I Need) time will continue- UFLI will be used as a supplement for small group instruction during pull out sessions. An emphasis on planning activities that support students in making progress in reading and writing will be supported through our Literacy Coach. ELD instructional strategies Professional Development will be provided for teachers to incorporate during their integrated ELD and Designated ELD times. Additionally, in our committees, we will work together to create expectations for common strategies to be used. Research-based strategies will be considered and selected to be implemented (ELA: Reading and Writing, Math, ELD). Our Literacy Coach and Academic coach will create resources for teachers to apply and use when planning lessons. A focus on best first instructional practices and the appropriate use of instructional minutes will be the focus. These strategies will created by a committee and will be monitored through data analysis with the leadership team and the committee.

Chronic absenteeism rates were high during 2022-2023 school year. These rates are slowly improving but are still higher than we would like. An attendance plan needs to continue to address this area of need in the 2025-2026 school plan. Our percentage of chronically absent students rate has improved from 38.9% for all students in 2022-2023 to 14.8% in the 2023-2024 CA Dashboard data. In 2022-23, the CA dashboard indicated that all 5 significant subgroups were in the very high level of absenteeism with the highest percentage being the students with disabilities. For 2023-2024, our attendance data showed significant improvements. Currently, there are only three subgroups in yellow and two subgroups in orange (Homeless and Students with Disabilities). We will continue the focus on identifying the students in these two subgroups and ensure that we provide resources and interventions for families. These students will be a focus for our school attendance plan. These inequities will be addressed through the following actions in Goal 2 of our plan:

- Funds have been allocated for the attendance committee to utilize for enrichment opportunities and supplies to motivate and encourage student attendance improvement. This focus will specifically look at the students in the Homeless and Students with Disabilities subgroup and target those students first. Class Incentives, individual incentives for students and families

-Our Student Success and School Success committee will meet monthly and continue to refine school-wide tier I systems of expectations and tier II plans of targeted support as well as positive reinforcements.

-Additional recognitions for attendance will be implemented. Teachers and staff will create a plan to welcome students to school. Time will be allocated for teachers to reach out to families via phone and make connections with them. Teachers will also work on setting attendance goals with students when they set academic goals. These goals will be monitored and students will be motivated by incentives.

The ELPI indicator on the CA Dashboard shows that our students increased 11.5%. This data indicates that students are making small gains or maintaining a level 4 on the ELPAC test. Through root cause analysis, it was determined that there is a need for additional writing support, additional support in preparing teachers with ELD strategies which includes technology, and parent involvement. These were some of the factors that were determined to have contributed to this minimal increase. This inequity will be addressed in Goal 1 through the following actions.

-Supplemental programs for writing and the supplies necessary will be purchased.

-time to monitor English Language Development progress- collaboration to analyze data and discuss ELD groups (tiering currently occurs in 1st-5th for Designated ELD).

-focus on planning and including ELD strategies during Tier 1 instruction in ELA and Math

-Professional Development plans for 2-1-2 time in collaboration with district English Learner department

-Goal setting with students

## Needs Assessment – Review of Performance

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

This year, we received 96 family surveys. Most areas were favorable, with 91% or higher. We saw an increase of 3 in the area of Knowledge of Discipline, Rules, and Norms from 89% to 92%, which was an area where it decreased in the past year.

Student data in the Climate Survey showed a positive increase in the area of safety. There was an increase of 5% in the area of Growth Mindset. Two other areas of the student surveys also showed a positive increase. On the staff survey, the greatest increase was in Safety. With a 1 percent increase, the area of Climate and Support for Academic Learning remains an area of strength for Cathedral City Elementary.

Data presents a few more successes this year:

2023-24 CA Dashboard indicates a Suspension rate in the green indicator with a small decrease of 0.4% to 1.3%.

2023-24 Math results indicate an overall all students increase of 3.3 points, putting us in the yellow indicator overall. We moved two more subgroups into the yellow and one subgroup from red to orange indicator status. All five of our subgroups saw an increase.

2023-24 Chronic Absenteeism declined 6.4%

2023-24 ELA results: All student group increased 13.5 points to a yellow indicator status.

2023-24 ELPI showed an increase of 11.5% with 45.5% of our students making progress.

Supporting Actions:

The work with the school counselor and student success committee to develop expectations for behavior, morning meetings as well as lesson plans and videos to use in classrooms has helped keep our suspension rate low. In addition, books and calm corner materials have been purchased to replenish and replace items. School-wide calm corners help students have a place to regulate their emotions. In addition, the additional supervision aides out at lunch and recess, monitoring students helps decrease situations in which students could potentially get into situations that could cause them to be suspended from school.

The success of technology use and integration by students and staff is supported by the action and funding put towards technology equipment and supplies. All staff were provided with working or updated laptops and document cameras. View Sonics were also purchased for all classrooms except for PE. By

## Reflections: Success

providing up-to-date technology for staff, they can access resources that support our students and incorporate them into their lessons. This technology, along with newly learned strategies and programs, will all be in place for the start of the next school year, with continued funding dedicated to any technology device replacement that arises.

The School Community Liaison also supported the increase in parent partnerships. She frequently utilized Parent Square as a school and communicated with individuals via Parent Square, phone calls and emails. She communicated, reminded, and assisted parents with scheduling and reminding parents of meetings, interventions, conferences, etc. resulting in over 90% parent attendance rates. The site-funded School Community Liaison position will continue to be funded for next year and strategies such as the use of Parent Square, more family engagement activities such as parent information nights, childcare, and refreshments will be provided. The community liaison will continue to assist with attendance, ELAC, SSC, and Parent Teacher Group collaboration. The School Community Liaison prioritizes ensuring that our Foster/Homeless and Socially Economically disadvantaged students have the school materials, clothes and resources that are needed to ensure their success in school. She has reached out to organizations to help us provide materials and clothing to have on hand as needs arise.

During the fall School Site Council meeting, it was discussed that the projected amount for the School Community Liaison was miscalculated in the spring. Some of the employee's benefits were accidentally left off. The new projections were shared, and adjustments to the LCAP budget were shared and agreed upon to cover those fringes that were not calculated in during the spring.

Professional development in ELA and Math, focusing on claims, targets, teacher talk moves/math discourse, and cooperative learning, has all included supports for our English Learners. Our staff received 6 days of support from district-paid substitutes to be able to collaborate with administration and site TOSA around analyzing data and planning. Fourteen teachers and 2 administrators joined LETRS cohort initiatives and completed either year one or year two of the two-year program. In addition, students in need of additional support in reading foundations had an opportunity to attend Reading Intervention classes (WIN). Two site-funded intervention paraprofessionals and one District LCAP-funded Reading Interventionist and paraprofessional have been in place this year. They have managed to monitor and work with over 100 students in small groups daily. They focus on reading comprehension and reading skills. UDL Professional Development for teachers continues along with Reading Strategies PD that took place in October. To follow up, teachers were given opportunities to meet with their grade levels and our Academic TOSA either after school or on Saturdays to look at curriculum, data, and to plan instruction. Additional supplies and materials were provided to implement these strategies into their lessons. Professional development and reading intervention (para educators only, not the Certificated position) are actions that are continuing next year with an emphasis on targeting the needs of EL, Foster and Homeless students, and our Economically Disadvantaged students. Saturday academies for ELA, Math, and Science Test Prep were provided to support students with disabilities as well as our English Learner and homeless subgroups. These same students were offered after-school tutoring for three weeks before testing, two days a week.

Due to our suspension rate, it is evident that our current Playworks practices at recess are crucial. A more consistent team has been hired this year, and our Playworks coach was able to observe other programs to implement strategies and incorporate ideas to make recess a successful period for all students. Peace Paths were also included, and all recess team members were trained on the use of these. The Playworks Program will continue for the 25-26 school year with additional site-funded supervision aides. The MTSS/Student Success Committee will also continue their work from 2024-25, establishing a multi-tiered system of supports, including Tier I behavior expectations and supports, along with Tier II interventions. Visual posters have been created for students to access throughout the school.

Additional PD opportunities will be made available. Conscious Discipline Institute which was attended last summer by 18 staff members, will continue to bring PD and coaching opportunities in 2025-2026. Teachers will continue collaboration and planning sessions with our Solution Tree Representative during the school year to continue the emphasis on monitoring data and collaboration. Saturday PD and planning opportunities as well as after-school opportunities working with our site TOSA to improve reading and mathematics practices in the classroom will continue.

During the fall 2024 meeting with the School Site Council and the spring ELAC meeting, new data was reviewed. CAASPP official data indicates an increase overall in grades 3-5 in ELA from 24.30% to 25.16%, indicating that we are moving in the right direction with our goals and instruction. In math, the STAR data indicates growth from the previous year as well, from 18.46% to 18.67%. ELPAC data indicates that more students were reclassified, and the number of students who regressed in proficiency was reduced. In addition, it was shared that our overall attendance is up 2.28% for this same time last year. In addition, our chronic absentee rates decreased by 18.81%, which is in large part due to our efforts around motivating students with individual, schoolwide, and classroom incentives. In addition, teachers have been asked to make one phone call to connect with families on Wednesdays. Actions were discussed, and data was shared. The data shows that the actions are working.

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

#### Academics:

ELA (current California Dashboard indicator yellow) performance gaps improved in the 2023-24 California Dashboard. In the area of ELA, all students group scored (yellow indicator) 68.8 points below standard and increased 13.5 points moving from red to yellow. There is one subgroup still in the red indicator, and that is our homeless subgroup. All other subgroups improved and are either at orange or yellow, which still indicates a need to improve. The Students with Disabilities subgroup scored 162 points below standard which is still a large gap, but improvement is noted. Current STAR data in Reading(State Benchmark) for Winter of 2024-25 suggests that 23.4% of our students are projected to meet or exceed standards in Reading, which is a 4% increase from last year at this same time, however it is still low and it still needs to continue to improve. According to STAR Data, 94.5% of students designated as SWD scored less than proficient indicating a need for support in this area.

Math: Performance gaps were evident in the 2023-24 California Dashboard in the area of mathematics. Although, overall in the all-students indicator, we increased 3.3 points and continued in the yellow indicator, there is still a need to provide SWD additional support, as they are the only subgroup in the orange indicator. Students with Disabilities scored 156.7 points below, causing them to move from red to orange, but still shows that there is a need to improve. All other subgroups are in the yellow indicator. There is still work to be done to get students into the green and blue indicators. Winter of 2024-25 STAR data in Mathematics suggests that 19.2% of our students are projected to meet or exceed standards in Mathematics, this is a .2 decrease from winter of last year. According to STAR Data, 97% of students designated as SWD scored less than proficient indicating a need for support in this area.

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

Current SMART goals have been established in each grade levels PLC. Teams have established essential standards and methods for progress monitoring. Current assessments indicate that students are still in need of reading and math support. Their use of continued progress monitoring indicates that although students are gaining skills, they have not yet mastered reading and math essential standards in all grade levels.

Chronic Absenteeism (California Dashboard indicator improved from red to yellow in 2023-2024) declined overall by 6.4% according to the California Dashboard data to 32.5%. Although improvements were made, there is still a need for improvement. Data from March 2025 indicates improvement in chronic absenteeism rates, however, most student group rates continue to report chronically absent students. Overall, chronic absenteeism is currently at 10.06% which is over a 22% decrease from March of 2023. We will continue to monitor and create opportunities for those at risk or moderately chronic to attempt to move them into the next best band. Efforts to improve severely chronic student attendance will continue as well and will be documented. This is an area of identified need.

Suspension Rate: Our suspension rate declined by .4 in 2023-2024 school year to 1.3%. During the 23-24 school year, we had a total of 191 office referrals (a decrease of 40 from the previous year) with 9 students being suspended (a decrease of 3). Students continue to need intervention support with behavior. For the 2024-25 school year, the suspension rate is currently at 0.6%, slightly lower than in April of 2024. The office referral data shows that we have received 93 overall office referrals this year in comparison to April 2024 when we had 155 referrals. Although there has been improvement, this continues to be an area that needs to be monitored. Supporting actions are listed below to help students adjust to school and continue to reduce behavior incidents and the suspension rate.

## Reflections: Identified Need



English Learners: Current California dashboard indicator is green. There is a need to continue making progress so that we don't regress in this area.

Supporting Actions to support the above mentioned areas of need:

Professional Development/collaboration: Support for teachers to plan and support students with best first-Tier I instruction - ELA PD and Bridges PD will be provided by Site TOSA and Literacy Coach to support teachers in providing students the best strategies. This additional time will be on Saturdays or evenings. There may be opportunities to have substitute release days. These days are important for teachers to plan strategies to support all students. Professional Development and coaching will need to continue and be monitored by site TOSA, Literacy Coach, and administration with expectations being set for all grade levels. Days will be set for teachers to meet to discuss, collaborate, and analyze data for math and ELA. In addition, we will continue our partnership with Solution Tree to receive additional days of coaching support to analyze data, align our SMART goals, and plan the best instructional strategies to meet our student's needs. Staff will receive UDL PD/training so that all students, specifically our SWD and EL groups, are actively engaged and can access learning. Our academic coach and Literacy Coach will work collaboratively to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines. Our special education staff will continue to receive targeted professional development with the general education teachers. They will continue to collaborate with general education teams to ensure that our students with disabilities subgroups are receiving the same assessments and instructional strategies as all other students. They will be provided with additional support. Our RSP teacher will collaborate with all grade levels to implement and support the strategies that are implemented in their general education classes. Additional paid collaboration time and follow-up coaching will have a specific focus on strategies for EL and SWD groups. Grade levels will disaggregate short-cycle data by SWD and EL groups to identify specific strategies that meet their needs. Collaboration with the district's English Learner Department will also help provide professional development for teachers around best instructional practices to use for English Learners.

Academic & Language Intervention/Support - The Guided Reading Intervention Program will continue to receive funding for the 2024-2025 school year to address the needs of students who have significant achievement gaps in reading foundations. This support will prioritize English Language Learners as well as students under the homeless category when targeting students for additional support. Students will be pulled during the small group reading block (WIN) so that they do not miss their Tier I core instruction. RSP students will also see their RSP teacher during this block. The intervention program staff that is being funded through Title I and LCFF funds are the two paraprofessionals that will support the district-provided Reading Intervention teacher and full-time paraprofessional. There will be one Reading Intervention teacher, 2 full-time paraprofessionals, and 1 part-time paraprofessional who will work together to make up our school's Reading Intervention Program. The four adults will pull groups throughout the day based on data, they will progress monitor and keep data on the students in intervention. They will meet with teachers and admin periodically to move students out of intervention or to proceed with SSTs. Reading Intervention teachers will use UFLI supplemental curriculum to address the student's needs. They will complete diagnostics to fully understand each child's deficits. Special Education teachers will have dedicated time during guided reading to target the individualized needs of our students with disabilities without interrupting core instruction. Priority will be given to EL students for reading intervention support. Furthermore, there is an action to provide newcomers and/or beginners additional after-school weekly support on Wednesdays in language development. Additional subscriptions to Accelerated Reader, Lexia, Novel Effect, Reflex math, writing supplements, UFLI materials, and Scholastic News will be considered and purchased to supplement our core curriculum. A focus on motivating students to read and learn to love reading will be continued in our TK and Kindergarten classes via the Raising A Reader book bag program. This will include materials for families and community members to be involved in teaching students to love books and reading. We will continue expanding our Read With Me volunteer program which provides classroom volunteers to read with students and help them improve in their reading. In addition, substitute coverage will be provided for teachers to collaborate with other teachers and parents to provide support for students to make academic gains. These meetings could be formal or informal.

Suspension Rates: School-wide discipline and suspension rates will be addressed through the continued push of tier I school-wide common expectations and tier II interventions via our site Student Success Committee. This work will be led by the school counselor. Funds have been allocated to provide the counselor with additional opportunities for training. She will continue to provide training for the recess team. Some certificated staff has attended a Conscious Discipline conference during the summer of 2024, the team has coordinated future trainings both in person and virtually for the rest of the staff. This has helped in creating systems and a welcoming environment. Some resources and materials to support staff in implementing strategies have been purchased. Calm corners and SEL resources will continue to be an expectation, students are using these in every classroom. Funds have been allocated to replenish materials needed to provide these spaces in classrooms. The counselor will continue to provide morning meeting resources, classroom lessons, and materials and resources for teachers to help students when regulating behaviors. Professional development will continue to be provided in this area as a follow up to

all of the Professional Development sessions we had with our district's behavior team during the past two school years. Additional money was set aside last year for additional tier 3 mental health resources. Unfortunately, hiring someone was difficult. However, the district added more district paid services. Now, we currently have two and a half days of district-provided mental health services. In addition, a Kindness room was added last year as an alternative place for students during recess. For the 2025-2026 school year, this room will be converted into a Wellness Room which will be funded through the PSUSD Foundation. In addition, a Wellness Coach will be hired to run this room and program next year (paid for by the Foundation). These actions will help promote a kind and safe environment for staff and students.

**Chronic Absenteeism:** The attendance committee will revise their plan and include strategies and motivators to target all chronically absent students which are currently at 10%. The school community liaison will take an active role in this committee/plan and she will work on a monthly communication to go out to parents with tips, a calendar, and parent involvement opportunities. In addition, she will continue to communicate via social media platforms to engage parents and involve them in our community events. Monthly attendance challenges will be promoted to encourage students to come to school. Funds have been allocated to purchase incentives and materials. Substitutes will be provided for teachers to attend SART meetings on-site and help encourage parents to improve student attendance. Additionally, time will be provided for teachers to make personal phone calls to families to motivate them to improve their attendance. Saturday School opportunities to help improve attendance will start at the beginning of the year. Teachers will be able to sign up and provide attendance make-up days.

Actions necessary to support low-income students, English Learners, and homeless/foster youth include purchasing additional high-interest and multicultural books for teachers to have in their classroom libraries. In addition, additional instructional supplies for classroom teachers will be purchased such as magnetic letters, phonics games, art materials for centers, and other phonics supports for students in K-3. There will be additional opportunities offered for Saturday school and after-school intervention throughout the year. Substitute teachers may be provided to have teachers administer the ELPAC assessments in their classrooms. A needs assessment was conducted with the schools ELAC committee. These results were shared with ELAC and SSC. Parents requested additional work to help students when they are absent or during breaks. Additionally, ELAC parents requested the need for learning games and incentives to motivate students. A discussion around how to get more parents involved in ELAC and other school committees was had and parents would like to see more parents engaged in school events.

A Parent Engagement committee will be formed to plan and prepare opportunities for parents. A variety of opportunities will be offered via monthly academic nights. Literacy, Math, Science, Living History Museum, and other fun academic nights will be promoted and encouraged. Teachers will provide fun activities and strategies for families to come and learn how to interact and engage in learning with their children. Food, daycare, and incentives will be provided to promote the events.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.85%	1.68%	1.72%	12	11	11
Asian	0.46%	0.31%	0.62%	3	2	4
Filipino	0.62%	0.46%	0.62%	4	3	4
Hispanic/Latino	92.60%	92.65%	91.89%	601	605	589
Pacific Islander	%	0%	%		0	
White	3.24%	3.06%	2.96%	21	20	19
Multiple/No Response	1.23%	1.84%	2.18%	8	12	14
Total Enrollment				649	653	641

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	112	123	92
Grade 1	102	92	97
Grade 2	101	103	95
Grade3	111	106	105
Grade 4	113	113	107
Grade 5	110	116	109
Total Enrollment	649	653	641

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	330	324	300	44.10%	50.8%	46.8%
Fluent English Proficient (FEP)	80	68	56	15.70%	12.3%	8.7%
Reclassified Fluent English Proficient (RFEP)				10.7%		



# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
641	96.6%	46.8%	1.1%
Total Number of Students enrolled in Cathedral City Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	300	46.8%
Foster Youth	7	1.1%
Homeless	121	18.9%
Socioeconomically Disadvantaged	619	96.6%
Students with Disabilities	89	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.7%
American Indian	0	0.0%
Asian	4	0.6%
Filipino	4	0.6%
Hispanic	589	91.9%
Two or More Races	14	2.2%
Pacific Islander	0	0.0%
White	19	3%

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow








Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Graduation Rate</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	
<div>English Learner Progress</div> <div> Green</div>		
<div>College/Career</div>		

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance English Language Arts

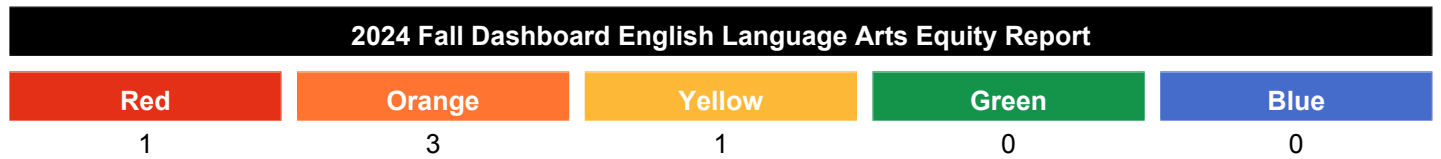
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>68.8 points below standard</div> <div>Increased 13.5 points</div> <div>294 Students</div>	<div>English Learners</div> <div> Orange</div> <div>86.5 points below standard</div> <div>Increased 14.2 points</div> <div>157 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> Red</div> <div>96.2 points below standard</div> <div>Maintained 0.4 points</div> <div>54 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>68.1 points below standard</div> <div>Increased 14.8 points</div> <div>290 Students</div>

<b>Students with Disabilities</b>  Orange 162.0 points below standard Increased 22.4 points 44 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 2 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 2 Students	<b>Hispanic</b>  Orange 71.3 points below standard Increased 15.0 points 272 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 4 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 64.7 points below standard 12 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

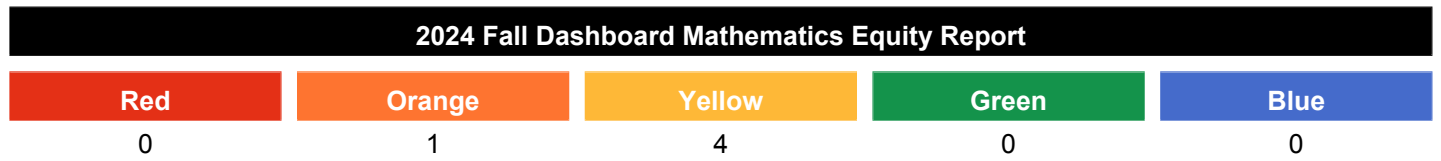
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>76.4 points below standard</div> <div>Increased 3.3 points</div> <div>297 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>85.4 points below standard</div> <div>Increased 3.7 points</div> <div>160 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> Yellow</div> <div>88.5 points below standard</div> <div>Increased 4.3 points</div> <div>57 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>74.6 points below standard</div> <div>Increased 5.5 points</div> <div>293 Students</div>

<b>Students with Disabilities</b>  Orange 156.7 points below standard Increased 11.0 points 44 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 2 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 2 Students	<b>Hispanic</b>  Yellow 77.0 points below standard Increased 4.1 points 275 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 4 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 94.5 points below standard 12 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>Green</div> <div>45.5% making progress.</div> <div>Number Students: 211 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.5%	36%	0%	45.5%

Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Yellow

32.5% Chronically Absent

Declined 6.4

677 Students

#### English Learners



Yellow

23.2% Chronically Absent

Declined 9

328 Students

#### Long-Term English Learners



No Performance Color

0 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

9 Students

#### Homeless



Orange

31.4% Chronically Absent

Declined 10.8

118 Students

#### Socioeconomically Disadvantaged












Yellow

32.3% Chronically Absent

Declined 7

653 Students

<b>Students with Disabilities</b>  Orange 43.4% Chronically Absent Declined 2.1 106 Students	<b>African American</b>  No Performance Color 69.2% Chronically Absent Increased 19.2 13 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Yellow 30% Chronically Absent Declined 7.9 623 Students
<b>Two or More Races</b>  No Performance Color 57.1% Chronically Absent Increased 15.5 14 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 68.4% Chronically Absent Increased 4.8 19 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

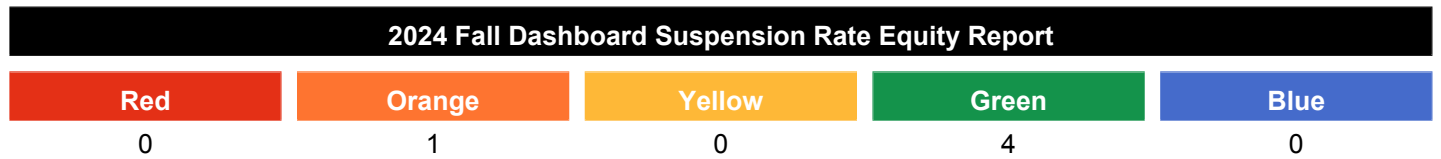
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.3% suspended at least one day</div> <div>Declined 0.4%</div> <div>695 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.9% suspended at least one day</div> <div>Maintained 0%</div> <div>337 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Homeless</div> <div></div> <div>Green</div> <div>0.8% suspended at least one day</div> <div>Declined 0.7%</div> <div>127 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.3% suspended at least one day</div> <div>Declined 0.4%</div> <div>670 Students</div>

<b>Students with Disabilities</b>  Orange 3.7% suspended at least one day Maintained 0.1% 109 Students	<b>African American</b>  No Performance Color 7.1% suspended at least one day Declined 6.2% 14 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Green 1.1% suspended at least one day Declined 0.4% 638 Students
<b>Two or More Races</b>  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 4.8% suspended at least one day Increased 4.8% 21 Students

**Conclusions based on this data:**

1.










# Annual Review and Update





SPSA Year Reviewed: 2024-25

## Goal 1 – Increased Academic Achievement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)  )	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Red	79.3 points below standard	Increase 3 points	All	 Yellow	68.8 points below standard	Increased 13.5 points
	EL	Red	97.6 points below standard	Increase 3 points	EL	 Orange	86.5 points below standard	Increased 14.2 points
	Hisp	Red	83.3 points below standard	Increase 3 points	Hisp	 Orange	71.3 points below standard	Increased 15.0 points
	SED	Red	79.8 points below standard	Increase 3 points	AA	 No Performance Color		Less than 11 Students
	SWD	Red	181.3 points below standard	Increase 3 points	SED	 Yellow	68.1 points below standard	Increased 14.8 points
					SWD	 Orange	162.0 points below standard	Increased 22.4 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	76.2 points below standard	Increase 3 points	All	 Yellow	76.4 points below standard	Increased 3.3 points
	EL	Yellow	86.0 points below standard	Increase 3 points	EL	 Yellow	85.4 points below standard	Increased 3.7 points
	Hisp	Green	78.0 points below standard	Increase 3 points	Hisp	 Yellow	77.0 points below standard	Increased 4.1 points
	SED	Yellow	77.0 points below standard	Increased 3 points				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SWD	Orange	164.6 points below standard	Increased 3 points	AA	 No Performance Color		Less than 11 Students
					SED	 Yellow	74.6 points below standard	Increased 5.5 points
					SWD	 Orange	156.7 points below standard	Increased 11.0 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%							
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Orange	36 points above standard	Increase 2 points	English Learner Progress Indicator	 Green	45.5%	5 11.5
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 7.5%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 23% met/exceeded				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 25.16% met/exceeded			
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
Teachers will have opportunities to attend various Professional Development/collaboration opportunities and conferences. They will attend High Impact math training, UDL training, Bridges PD, and follow-up put on by our district TOSA's. In addition, conferences that align with school goals will be attended. At the beginning of the year, teachers will be paid additional time to collaborate around student data and planning. They will plan lessons to meet the needs of students while focusing on strategies around English Learners and Students with Disabilities. Throughout the year, Saturday Professional Development and after-school collaborations are planned for teachers. In addition, grade levels will be provided time to work collaboratively and create SMART goals and assessments, plan effective strategies/lessons, and share data. Teachers will be supplied with materials to use in the classroom to provide these lessons. These materials include, but are not limited to: technology such as headphones, teacher devices, printers, projectors and carts, document cameras, replacement bulbs, adaptors and	Teachers had the opportunity to attend various Professional Development opportunities. They attended reading strategies training, PLC training with Solution Tree, UDL training, and other follow up trainings such as EL strategies and behavior support trainings. At the beginning of the year, teachers had the opportunity to collaborate around student data and plan lessons to meet the needs of students focusing on strategies to support their English Learners and Students with Disabilities. Throughout the year, opportunities were provided for additional PD and collaboration around Reading and Math. Supplies and materials for the classroom instruction were provided. These materials include a variety of reading strategies resources, chart paper, magnets and magnetic boards, phonics supplies, computers, ELMO's, printers, and a variety of materials for mental math routines as well. Saturday school opportunities were provided as well as after school intervention in 3rd-5th grades. Invitations were sent to English Learners and Homeless students as a priority. Conferences that were attended included Passport	Salary - PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries Title I 16000.00  Fringes - PD stipend for teacher training/collaboration 3000-3999: Employee Benefits Title I 3757  Conferences for teachers, coaches or admin to support student academic learning. 5000-5999: Services And Other Operating Expenditures Title I 2000  Classroom printers, document cameras, student headphones, other technology and instructional supplemental supplies for tier I instruction in ELA/Math and/or tutoring/intersession supplies 4000-4999: Books And Supplies LCFF 9844.24  Supplies and materials needed for implementation of PD, materials and supplies needed to supplement during math, ELA,	Salary- PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries Title I 12650.15  Fringes- PD stipend for teacher training/collaboration 3000-3999: Employee Benefits Title I 2896  Conferences for teachers, coaches or admin to support student academic learning. 5000-5999: Services And Other Operating Expenditures Title I 9676  Classroom printers, document cameras, student headphones, other technology and instructional supplemental supplies for tier I instruction in ELA/Math and/or tutoring/intersession supplies 4000-4999: Books And Supplies LCFF 1089.16  Supplies and materials needed for implementation of PD, materials and supplies needed to supplement during math, ELA,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
other technology items as needed. Tier I and Tier II instructional materials such as whiteboards, writing journals, chart paper, markers, magnetic whiteboards, magnetic letters, phonics supplies for centers, writing materials, UFLI supplements, decodables, manipulatives, games and materials to create games along with a variety of intervention classroom supplies for guided reading centers, ELA, ELD, and Math instruction will be purchased. Attendance, SMART Goal data, agendas, and minutes will be used to monitor student growth and progress.	to Literacy (2 teachers and 1 admin). Conscious Discipline for administrators will be attended in June by both administrators.	ELD, guided reading and social studies/science instruction 4000-4999: Books And Supplies Title I 10499.68	ELD, guided reading and social studies/science instruction 4000-4999: Books And Supplies Title I 47108.18
		Teacher Classroom Macbooks/Equipment 4000-4999: Books And Supplies LCFF 12000	Teacher Classroom Macbooks/Equipment 4000-4999: Books And Supplies LCFF 11103.00
		Teacher Classroom Macbook Insurance 5000-5999: Services And Other Operating Expenditures LCFF 1450	Teacher Classroom Macbook Insurance 5000-5999: Services And Other Operating Expenditures LCFF 1819.01
Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Homeless or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction. Students who attend reading intervention will be closely monitored through spreadsheets of data - for progress and growth to be exited out of the program or to go through the SST process.	One 5.75 hour bilingual paraprofessional and one 7 hour bilingual paraprofessional were provided to work with the district funded intervention teacher and district funded paraprofessional. They provided reading intervention services for students in a tier 2 environment. Data was gathered and monitored throughout the year to ensure students were making growth. Meetings between the intervention teacher and paraprofessionals took place with the admin and general education teachers to modify groups throughout the year. Students who	5.75 hour bilingual para intervention salary 2000-2999: Classified Personnel Salaries Title I 32964.16	5.75 hour bilingual para intervention salary 2000-2999: Classified Personnel Salaries Title I 26833.00
		5.75 hour bilingual para fringes 3000-3999: Employee Benefits Title I 9462.16	5.75 hour bilingual para fringes 3000-3999: Employee Benefits Title I 11808.70
		Intervention 7 hour paraprofessional 2000-2999: Classified Personnel Salaries LCFF 41316	Intervention 7 hour paraprofessional 2000-2999: Classified Personnel Salaries LCFF 44752.00



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	closed the gaps were exited from the program.	Intervention 7 hour paraprofessional fringes 3000-3999: Employee Benefits LCFF 35293.76	Intervention 7 hour paraprofessional fringes 3000-3999: Employee Benefits LCFF 34009.34
Students will be provided with online programs that will be purchased to increase scores on Math STAR, ELA STAR and CAASPP. Licenses and subscriptions for supplemental support programs such as Accelerated Reader, UFLI, Scholastic news, Lexia, novel effect will be purchased. Data will be monitored for usage and growth. This data will be used to compare STAR test data for effectiveness.	Novel Effect, Accelerated Reader (1st-5th grades), and Lexia (through a different grant) were provided for students. The librarian monitored AR points and reward systems. Write Bright writing supplement was also purchased.	Accelerated Reader program for 1st-5th grade; Novel Effect, Lexia, UFLI, etc. 5000-5999: Services And Other Operating Expenditures Title I 7500	Accelerated Reader program for 1st-5th grade; Novel Effect, Lexia, UFLI, etc. 5000-5999: Services And Other Operating Expenditures Title I 3315.00
Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State Standards. Attendance data will be used to monitor student participation throughout the year. Opportunities will be provided to our Foster and Homeless,	Many enrichment field trips were planned and executed this year. Students had opportunities to visit museums, Living Desert, McCallum theater, Rancho Mirage Library and Observatory to name a few. A growth mindset assembly was also purchased to motivate students with their academics.	Enrichment opportunities. The school parent group (PTG) will also assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities. 5000-5999: Services And Other Operating Expenditures LCFF 4484	Enrichment opportunities. The school parent group (PTG) will also assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities. 5000-5999: Services And Other Operating Expenditures LCFF 1274.68

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students with Disabilities and English Learners first in order to provide them with the experiences. Pre and Post field trip assessments will be given to monitor the effectiveness of the trips.			
Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. Priority will be given to SWD, Homeless/Foster, and English Learners's. Clubs and other after school opportunities for homework help and tutoring will be provided through the district. English Language newcomers and/or beginners will be provided with additional language development support on Wednesdays after school. Saturday school days will be provided for SWD, Homeless/Foster and English Learners to receive intervention services. Fall STAR data as well as intervention team data will be used to place these students on the list. Attendance will be monitored and progress will be monitored via Winter STAR testing results. Spring STAR and CAASPP data will be used to evaluate the program for effectiveness.	After Spring Break, teachers will have more opportunities for after school tutoring. They will provide tutoring for 3rd-5th graders along with Saturday School Science camp prior to testing.	<p>Tutoring/intersession/Saturday School opportunities 1000-1999: Certificated Personnel Salaries Title I 7000.00</p> <p>Fringes for tutoring, intersession and Saturday School opportunities 2000-2999: Classified Personnel Salaries Title I 2750</p>	<p>Tutoring/intersession/Saturday School opportunities 1000-1999: Certificated Personnel Salaries Title I 2000.00</p> <p>Fringes for tutoring, intersession and Saturday School opportunities 2000-2999: Classified Personnel Salaries Title I 500.00</p>
Saturday school opportunities for English Learners will be provided. They will be selected to attend Saturday school based on last	This year we held a Saturday School opportunity for our English Learners in January. We invited parents to learn about ELPAC and	Saturday School opportunities for EL's 1000-1999: Certificated Personnel Salaries	Saturday School opportunities for EL's 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
years ELPI. We will prioritize the students who regressed or showed no improvement. Specific ELD strategies will be taught around the four domains (Speaking, Listening, Reading and Writing) ELPAC scores will be used as a measure to see if students improved.	reclassification. We had 118 students attend classes and 63 parents attend the information session. We were able to provide this instruction through the Saturday School program for attendance recovery.	Title I 1000	Title I 0
We will begin a partnership with Solution Tree to provide Professional Development and collaboration time for teachers, TOSA's, and Administrator to improve our PLC practices, learn to properly analyze data, and create rigorous assessments aligned to the claims and targets which will help our students improve on STAR, ELPAC and CAASPP exams. Professional Development will be provided and substitutes will be used to relieve teachers to attend training. SMART Goal Data, STAR Results, and Grade Level ELA and Math Action Plans will be used to analyze the effectiveness of this action.	Solution Tree partnership and training took place this year. We had a training in August and 6 follow up days of PD and collaboration throughout the year. Teams created PLC structures, essential standards, progress monitoring protocols and procedures for analyzing data and selecting instructional strategies.	Professional Development and Collaboration with teachers Solution Tree 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 65000	Solution Tree Consultation 5800: Professional/Consulting Services And Operating Expenditures CSI Funding 25000
		Sub costs for release time throughout the year for teachers to attend PD with Solution Tree 5700-5799: Transfers Of Direct Costs CSI Funding 25000	Sub costs for release time throughout the year for teachers to attend PD with Solution Tree 5700-5799: Transfers Of Direct Costs CSI Funding 5000.00
		Additional materials, supplies, subscriptions or anything needed to apply the PLC work with Solution Tree 4000-4999: Books And Supplies CSI Funding 4000	Additional materials, supplies, subscriptions or anything needed to apply the PLC work with Solution Tree 4000-4999: Books And Supplies CSI Funding 1882
		Additional collaboration time for teachers to implement the work from Solution Tree in PLC's 1000-1999: Certificated Personnel Salaries CSI Funding 4000	Additional collaboration time for teachers to implement the work from Solution Tree in PLC's 1000-1999: Certificated Personnel Salaries CSI Funding 1500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Fringes for teachers 1000-1999: Certificated Personnel Salaries CSI Funding 1500	Fringes for teachers 1000-1999: Certificated Personnel Salaries CSI Funding 363.00
Substitues will be provided for General Education and Special Education teachers to collaborate around student articulation and IEP goals. In addition, TK-1st grade teachers will be provided with substitutes to test their own English Learners. Additional time will be paid for these teachers to do the calibration necessary to be able to give the ELPAC exam. This actions effectiveness will be monitored with student ELPAC growth as compared to prior years data or beginning of the year data.	Substitutes were provided on some days for meetings and collaborations such as SST's, SARTS etc. Teachers decided not to do their own testing and allowed our resident sub to provide the assessments for students.	Substitutes for collaboration/articulation, data planning, ELPAC testing and monitoring progress 5700-5799: Transfers Of Direct Costs LCFF 5000	Substitutes for collaboration/articulation, data planning, ELPAC testing and monitoring progress 5000-5999: Services And Other Operating Expenditures  1428.00
		Teacher collaboration meetings/data planning, articulation, and ELPAC calibration time 1000-1999: Certificated Personnel Salaries Title I 13271	Teacher collaboration meetings/data planning, articulation, and ELPAC calibration time 1000-1999: Certificated Personnel Salaries Title I 0

## Analysis

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

This school year, a multifaceted approach was implemented to support student achievement, build staff capacity, and create an engaging and inclusive learning environment—especially for our English Learners and Students with Disabilities.

Teachers participated in a variety of targeted professional development opportunities, including training in reading strategies, Universal Design for Learning (UDL), Professional Learning Communities (PLC) through our Solution Tree partnership, EL instructional strategies, and behavior support practices. Our work with Solution Tree included an August training and six follow-up professional development and collaboration days. As a result, teams established foundational PLC structures, identified essential standards, developed progress monitoring protocols, and created procedures for analyzing data and selecting evidence-based instructional strategies. Substitutes were provided for meetings and collaboration days, including SSTs, SARTs, and data analysis sessions. Additionally, in an effort to streamline testing, teachers opted to have assessments administered by our resident substitute.

At the beginning of the year, teachers engaged in collaborative data analysis and lesson planning to meet student needs. Throughout the year, additional opportunities were provided for collaboration and professional development in both Reading and Math.

To support implementation, a range of instructional supplies and materials were made available to classrooms. These included reading strategy resources, phonics tools, chart paper, magnetic boards, computers, ELMOs, printers, and resources for mental math routines. The Write Bright writing supplement was also purchased to enhance writing instruction across grade levels.

To provide targeted support for struggling learners, one 5.75-hour and one 7-hour bilingual paraprofessional worked alongside a district-funded intervention teacher and paraprofessional to deliver Tier 2 reading intervention. Student data was closely monitored throughout the year, with intervention groups modified based on student progress. Meetings were held regularly with general education teachers, administration, and intervention staff to ensure alignment and effectiveness. Students who met their goals and closed learning gaps were exited from the program.

Additionally, academic technology tools such as Novel Effect, Accelerated Reader (grades 1–5), and Lexia (funded through a separate grant) supported student learning. The librarian played an active role in monitoring AR points and implementing a reward system to encourage and celebrate student reading progress.

Intervention and enrichment extended beyond the classroom and school day. This year, Saturday School and after-school tutoring were offered to students in grades 3–5, with a priority focus on English Learners and students experiencing homelessness. After Spring Break, teachers will continue to offer after-school tutoring for upper-grade students, along with a Saturday School Science Camp to help students prepare for upcoming assessments.

In January, a special Saturday School session was offered for English Learners and their families. During this event, 118 students attended academic sessions, and 63 parents participated in an informational session about ELPAC and the reclassification process. This initiative not only supported student learning but also strengthened family engagement and awareness. It was offered through the attendance recovery Saturday School program.

To further support student growth and motivation, a growth mindset assembly was purchased and held to inspire academic perseverance. Students also participated in a variety of enrichment field trips to places such as local museums, the Living Desert, the McCallum Theatre, and the Rancho Mirage Library and Observatory, providing meaningful real-world connections to classroom learning.

Staff members were encouraged to pursue external learning opportunities. Two teachers and one administrator attended the Passport to Literacy conference, and both administrators will attend Conscious Discipline training in June to enhance our approach to social-emotional learning and school culture.

Overall, the intentional combination of professional development, instructional resources, bilingual intervention, academic technology, student enrichment, and data-driven supports contributed to a year of strong collaboration and student growth. These strategies were effective in addressing both academic and social-emotional needs, especially for our most at-risk student groups. Continued focus on professional learning, intervention systems, and student engagement will be essential in building on this year's success.

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

Due to lack of substitute availability and lack of teachers wanting to sign up for intersession, funds were shifted to the materials and supplies budget. Teachers are working days with the Expanded Learning programs after school and during breaks and then do not want to work to plan and provide intersessions or after school tutoring through the school site. Funds were transferred to provide more materials to support teachers in Tier I instruction in classrooms.

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

Due to the large number of students who still need to close the achievement gap in ELA, we will continue to provide the two paraprofessionals out of site funds. One paraprofessional will be 7 hours while the other will be 5.75 hours daily. This is a reduction from prior years. After school and intersession tutoring will continue to be offered as long as teachers are willing to teach these. Saturday school opportunities will continue to be options as well. Due to the distance students are from standard in all areas, we will continue to offer teacher collaboration and Professional development where they can plan and analyze data to

best meet students needs. All of these actions will continue to provide support for teachers and students in Goal 1 of the Planned Strategies/Actions section. For math, more opportunities for planning and small group instruction will be provided as possible. SDC/RSP teacher and general education teacher articulation/collaboration will continue as well to specifically target support for students with disabilities.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2 – Parent Engagement

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey	Parent Participation in Stakeholder Input Processes - 96 responses to Panorama Survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98% African American (AA) - not reported	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 93% African American (AA) - not reported
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) - not reported	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 93% African American (AA) - not reported
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 92%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 92%



## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate and increase parent engagement.	The school designated a Parent Community Liaison to support the planning and promotion of parent involvement. She served as a resource for families, offering assistance and maintaining communication with parents about student attendance and English language development levels. In collaboration with school administration and the district, the liaison also gathered and analyzed data to help reduce chronic absenteeism and strengthen parent engagement.	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF 56930	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF 56390.00
		Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 36146	Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 37824.75
CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home. Materials and supplies including homework folders with a section for flyers and dates as well as a place for communication with teachers will be provided for parents to work with students at home. Materials and supplies will be provided for students to work with their parents and families during long breaks. Parent involvement will be monitored via sign in sheets. A family engagement committee will be formed to create engaging family activities and provide families with	CCES offered parent training sessions to educate families about the Common Core Standards and provide strategies for supporting their children's learning at home. During events such as Family Literacy Night, parents received materials and supplies, including homework folders designed with sections for important flyers, dates, and communication with teachers. Additional resources were given to students to encourage collaborative learning with their families during extended school breaks. Parent involvement was tracked through sign-in sheets. A Family Engagement Committee was established to develop	Teacher Extra Duty - Salary/hourly 1000-1999: Certificated Personnel Salaries Title I 4322	Teacher Extra Duty - Salary/hourly 1000-1999: Certificated Personnel Salaries Title II 1500
		Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 1253	Teacher Extra Duty - Salary/hourly 1000-1999: Certificated Personnel Salaries Title I 300
		Parent supplies for training 4000-4999: Books And Supplies Title I 2500	Parent supplies for training 4000-4999: Books And Supplies Title I 1684.41



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
resources and tools. Childcare will be provided to encourage families to attend.	meaningful family-centered activities and share valuable tools and resources with caregivers. To help increase participation, childcare services were made available during events.	Childcare for parent events- salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 500	Childcare for parent events- salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0
		childcare for parent events - fringes 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 150	childcare for parent events - fringes 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0
		Teacher Extra Duty for parent nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 982	Teacher Extra Duty for parent nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1400.00
Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. Meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. Substitutes will be provided to give teachers the opportunity to engage with parents and provide them with resources, models, strategies for helping students at home. Logs will be used and monitored. We will begin meeting with the parents of our English Learners, Students with Disabilities, and Homeless/Foster first.	Subs were provided for teachers to attend SST's and SART's.	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans or for Special Education articulation. 5700-5799: Transfers Of Direct Costs Title I 4000	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans or for Special Education articulation. 5700-5799: Transfers Of Direct Costs Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cathedral City Elementary will organize and distribute books to students for them to take home and read with their families. This program will begin in Fall Of 2024 with a grant from Raising a Reader book program for our TK and K students. These books will be used to motivate and encourage parents to read with their children at home. Materials and supplies will be provided and may need to be replenished as the school year begins. Our librarian will be responsible for checking bags in and out and will provide data to monitor student progress.	This year we started our Raising A Reader book bag program with our TK and K students. This was completely funded through a grant.	Admin, Teachers, Literacy TOSA, Parent community liaison and librarian will assist with coordination.  0	Admin, Teachers, Literacy TOSA, Parent community liaison and librarian will assist with coordination.  0
Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.	Cathedral City Elementary collaborated with the Parent Teacher Group (PTG) to plan and host events like the annual Fall Festival and International festival. The proceeds from these events supported school field trips, attendance incentive programs, and the purchase of instructional materials.	No additional cost to the site's categorical budget.  0	No additional cost to the site's categorical budget.  0

## Analysis

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

This year, Cathedral City Elementary School made significant strides in fostering strong family-school partnerships through a variety of well-coordinated strategies and activities designed to increase parent involvement and support student success.

A Parent Community Liaison was designated to lead efforts in engaging families and building relationships between home and school. The liaison served as a vital resource, assisting families, communicating about student attendance and English language development, and collaborating with school and district leadership to analyze data and identify trends. In addition, she is the liaison between the Read With Me volunteer program and our school site. This collaboration directly supported efforts to reduce chronic absenteeism and strengthen ongoing parent and community engagement.

To empower families in supporting student learning, parent training sessions were offered throughout the year. These sessions focused on helping caregivers understand the Common Core Standards and provided them with practical strategies to support learning at home. Events like Family Literacy Night were well-attended and provided families with take-home materials and supplies, including custom-designed homework folders with sections for communication, dates, and flyers. Additional resources were distributed to encourage collaborative learning during school breaks, helping families maintain academic routines outside of the classroom.

A Family Engagement Committee, which meets monthly, was established to ensure that activities and resources were meaningful and aligned to the needs of our community. The committee helped develop family-centered events and shared tools to further connect caregivers to their children's education. Childcare services were offered during events to increase accessibility and participation for all families.

To track engagement, sign-in sheets were used at all family events, allowing the school to monitor participation and make adjustments as needed.

A notable highlight of the year was the introduction of the Raising A Reader book bag program for our TK and Kindergarten students, funded entirely through a grant. This program promoted early literacy development and encouraged daily reading at home through engaging, high-quality books that students could share with their families.

Cathedral City Elementary also strengthened its partnership with the Parent Teacher Group (PTG) to plan and host community-building events such as the Fall Festival and the International Festival. Proceeds from these events were reinvested into the school community, funding field trips, attendance incentive programs, and instructional materials to further support teaching and learning.

In support of student needs and family collaboration, substitute coverage was also provided for teachers to attend Student Study Team (SST) and School Attendance Review Team (SART) meetings. This ensured that staff were available to participate meaningfully in family-centered problem-solving and support sessions.

Overall, the implementation of these family and community engagement strategies was highly effective in promoting a culture of inclusion, academic support, and shared responsibility for student success. The school's intentional and consistent efforts helped strengthen relationships with families, increased participation in school activities, and supported positive student outcomes across academic and attendance indicators.

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

Most events were child friendly and didn't require childcare services, thus childcare was not needed this year. In the future, it could be a possibility, therefore the funds will be allocated to provide that as an option.

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

We will continue with the current goals. No new goals added. The Parent Community Liaison has been key in communicating with families and helping families stay connected to school. She communicates with families via Parent Square and uses Canva to create newsletters and posts for families. She has been instrumental in attaining over 90% parent participation for conferences, SST's and IEP meetings. Additional funds will be allocated to pay teachers for planning and facilitating additional family nights around other academic areas of need, such as math, Science, and Social Studies. Other fun nights to encourage family participation will be planned with our Parent Teacher group and could include fitness nights, parenting classes, SEL (Conscious Discipline) strategies, college and career readiness programs, technology nights, game nights, etc.







# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3 – Safe and Healthy Learning Environment

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) -91.81%				Current Attendance Rates All students - 96.1%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	38.4% Chronically Absent	Declined .5	All	 Yellow	32.5% Chronically Absent	Declined 6.4
	EL	Orange	29.1% Chronically Absent	Declined .5	EL	 Yellow	23.2% Chronically Absent	Declined 9
	Hisp	Orange	34.9% Chronically Absent	Declined .5	Hisp	 Yellow	30% Chronically Absent	Declined 7.9
	AA		47% Chronically Absent	Declined .5	AA	 No Performance Color	69.2% Chronically Absent	Increased 19.2
	SED	Orange	36.3% Chronically Absent	Declined .5	SED	 Yellow	32.3% Chronically Absent	Declined 7
	SWD	Orange	42.5% Chronically Absent	Declined .5	SWD	 Orange	43.4% Chronically Absent	Declined 2.1
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	1.4% suspended at least one day	Declined .3	All	Green	1.3% suspended at least one day	Declined 0.4%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	EL	Green	0.6% suspended at least one day	Declined .3	EL	Green	0.9% suspended at least one day	Maintained 0%
	Hisp	Green	1.2% suspended at least one day	Declined .3	Hisp	Green	1.1% suspended at least one day	Declined 0.4%
	AA		13% suspended at least one day	Declined .3	AA	No Performance Color	7.1% suspended at least one day	Declined 6.2%
	SED	Yellow	1.4% suspended at least one day	Declined .3	SED	Green	1.3% suspended at least one day	Declined 0.4%
	SWD	Yellow	3.2 suspended at least one day	Declined .3	SWD	Orange	3.7% suspended at least one day	Maintained 0.1%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety All students: 72% favorable EL: 72% Hisp: 72%				Panorama Survey - School Safety All students: 62% favorable EL: 62% Hisp: 62%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0				Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - Not reported				Panorama Survey - School Connectedness All Students (ALL) - 69% English Learner (EL) - 69% Hispanic (Hisp) - 69% African American (AA) - Not reported			
Panorama Survey – School Safety	Panorama Survey – School Safety				Panorama Survey – School Safety			

Metric/Indicator	Expected Outcomes	Actual Outcomes
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 65% African American (AA) - Not reported	All Students (ALL) - 62% English Learner (EL) - 62% Hispanic (Hisp) - 62% African American (AA) - Not reported
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2024-2025 school year. Tier I supports from the counselor in the form of morning meetings will continue to be updated and shared with all teachers. The counselor will plan and promote more college and career readiness activities which	Cathedral City Elementary implemented Tier I programs designed to promote student safety and support the social-emotional well-being of all students. These programs included PBIS strategies, Red Ribbon Week, Second Step Bullying Prevention, Suicide Prevention education for 5th grade, and Substance Abuse Prevention lessons for 4th grade.  To support students' development of self-efficacy and a growth mindset, the school counselor delivered goal-setting lessons in all 3rd–5th grade classrooms during the first trimester of the 2024–2025 school year. Tier I supports, such as Morning Meeting resources and Cub Connections (Conscious Discipline implementation), were updated and shared with teachers	Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs- conference fees 5000-5999: Services And Other Operating Expenditures CSI Funding 36000  PD stipend for teachers to attend the 5 day training during the summer 1000-1999: Certificated Personnel Salaries CSI Funding 15752  PD stipend fringes for teachers to attend training during summer 3000-3999: Employee Benefits CSI Funding 3760	Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs- conference fees  CSI Funding 35131  PD stipend for teachers to attend the 5 day training during the summer 1000-1999: Certificated Personnel Salaries CSI Funding 21330.00  PD stipend fringes for teachers to attend training during summer 3000-3999: Employee Benefits 5931.71

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>can include a career day or by providing other opportunities to visit the middle school and high school for programs. In addition, the MTSS committee will continue monitoring data and looking at improvements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety. Staff will attend Conscious Discipline training to create a welcoming environment for all students.</p>	<p>for classroom use throughout the year.</p> <p>The counselor also worked to expand college and career readiness activities, which included exploring options such as a Career Day and providing opportunities for students to visit local middle and high school programs.</p> <p>Additionally, the Student Success and School Success Committee monitored data and identified areas for improvement to strengthen the school-wide Tier I behavior systems, as well as Tier II interventions that promoted student safety and well-being.</p> <p>To further support a positive and inclusive school climate, staff participated in Conscious Discipline training, focused on creating a welcoming and supportive environment for all students.</p>		
<p>CCE will continued to monitor attendance data this year. Community Liaison will reach out to parents and to district support services based on data. (Community Liaison - goal 2). The attendance committee will meet and create the monthly incentives for attendance goals. Data for</p>	<p>CCE continued to monitor attendance data throughout the year. An attendance plan was created with incentives. The Community Liaison reached out to parents and district support services based on the data (Community Liaison - goal 2). The attendance committee met</p>	<p>Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 5000</p>	<p>Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 1000</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>these incentives will be closely monitored and shared with classroom teachers. Data from attendance reports will be used to acknowledge students during assemblies or monthly activities. Pencils were given to students for perfect attendance each month. Students were recognized for improvement and growth. Competitions between classes for attendance were created, goals were established and prizes were secured for improvements. Classroom magnets for class-perfect attendance were provided. The School Community Liaison planned monthly activities before school for students to find prizes.</p>	<p>regularly and developed monthly incentives for attendance goals. Data for these incentives was closely monitored and shared with classroom teachers via email. Attendance data was used to recognize students during assemblies and monthly activities. Pencils were given to students with perfect attendance each month, and students were acknowledged for improvement and growth. Competitions between classes were organized, goals were established, and prizes were secured to reward improvements. Classroom magnets for perfect attendance were provided. Additionally, the School Community Liaison planned monthly before-school activities where students could find prizes.</p>		
<p>Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict. Additional supervision is needed to maintain a safe and healthy environment throughout the day. These actions will be monitored by office referral and suspension data.</p>	<p>Cathedral City Elementary implemented the Playworks Recess Program, which promoted healthy activity, healthy communication, respect, and inclusion, resulting in diminished student conflict. Additional supervision was needed to maintain a safe and healthy environment throughout the day. These actions were monitored through office referral and suspension data.</p>	<p>Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries 2000-2999: Classified Personnel Salaries LCFF 20899</p> <p>Additional supervision aide time is needed before school to implement the program. Two</p>	<p>Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries 2000-2999: Classified Personnel Salaries LCFF 22050</p> <p>Additional supervision aide time is needed before school to implement the program. Two</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 5723	2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 4475.32
Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor gathers data and monitors participation and rewards for these activities. Counselor will work with teachers to reduce problem behavior by modifying the classroom learning environment. This will include but not limited to safe spaces or calm corners and materials for that along with adding bulletin boards that promote healthy responses and habits such as self regulation strategies and kindness will be provided. Calming corner spaces will be used in every classroom along with other books and resources that help change the classroom learning environment.	Cathedral City Elementary promoted a bully-free environment through the Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program, which allowed students to anonymously report bullying. CCE participated in Bully Prevention Week (October) and Great Kindness Challenge Week (January). The counselor gathered data and monitored participation and rewards for these activities. The counselor worked with teachers to reduce problem behavior by modifying the classroom learning environment. This included but was not limited to safe spaces or calm corners, along with materials for those spaces. Bulletin boards promoting healthy responses and habits, such as self-regulation strategies and kindness, were provided. Calming corner spaces were used in every classroom, along with other books and resources aimed at changing the classroom learning environment.	Materials such as posters, books, games and other resources with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. These materials help support SEL. 4000-4999: Books And Supplies Title I 8418	Materials such as posters, books, games and other resources with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. These materials help support SEL. 4000-4999: Books And Supplies Title I 4365.73
CCE will draw on relationships with professional colleagues and students' families for continued guidance and support. Mental	We were not able to find a mental health therapist to take on the extra day for us, our district did provide an additional day of	Mental Health services 1000-1999: Certificated Personnel Salaries	Mental Health services 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Health support will be provided for students and families as a resource to improve chronic attendance and suspension rates (behavior). Student attendance, behavior data and progress monitoring will be closely monitored by the MTSS team which includes administrators, counselor and intervention team. Student progress will be monitored via the SST process.	services for our students and that has helped. This action and expenditure was revised at SSC.	Title I 21500	Title I 0

## Analysis

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

Cathedral City Elementary implemented a comprehensive set of Tier I programs aimed at enhancing student safety and promoting the social-emotional well-being of all students. The initiatives included PBIS strategies, Red Ribbon Week, Second Step Bullying Prevention, Suicide Prevention education for 5th grade, and Substance Abuse Prevention lessons for 4th grade, and Conscious Discipline. These programs were designed to create a positive school climate and address key aspects of student health, safety, and behavior.

To foster students' growth mindset and self-efficacy, the school counselor delivered goal-setting lessons in all 3rd–5th grade classrooms during the first trimester of the 2024–2025 school year. Additionally, ongoing Tier I supports, such as Morning Meeting resources and the Cub Connections (Conscious Discipline implementation), were regularly updated and shared with teachers to strengthen classroom routines and student engagement.

Expanding college and career readiness activities was another priority. The counselor introduced activities like Career Day and facilitated opportunities for students to visit local middle and high school programs, helping to build aspirations and connections to future academic and career pathways.

The Student Success and School Success Committee actively monitored attendance data, identifying areas for improvement and addressing both Tier I behavior systems and Tier II interventions to better support student safety and well-being. This proactive approach helped create a more responsive and supportive school environment.

Conscious Discipline training for staff was integral in supporting a welcoming and inclusive school climate. The training focused on fostering a positive learning environment where students felt valued and understood, further contributing to the overall goal of student success. A CDAT (Conscious Discipline Action Team) was formed after attending the conference. This team put together a plan for rolling out this initiative throughout the year. The team met a few times to update, review data and collaborate on next steps.

Attendance initiatives were closely aligned with efforts to promote student engagement and well-being. An attendance plan was developed with incentives designed to encourage consistent attendance. The Community Liaison reached out to parents and district support services based on data to ensure families were connected with the school's support systems. The attendance committee met regularly, developing monthly incentives and ensuring the data was monitored and shared with teachers for further action. Students were recognized for perfect attendance with pencils, while competitions between classes were organized,

fostering a sense of community and motivating improvements. Monthly prizes were secured for classroom attendance goals, and classroom magnets were provided to highlight perfect attendance.

In addition, the School Community Liaison organized monthly before-school activities, where students could engage in fun and rewarding activities while earning prizes.

The Playworks Recess Program was implemented to promote healthy activity, healthy communication, and respect, leading to diminished student conflict. Though additional supervision was necessary, the program contributed to a more positive and structured recess environment. This initiative was regularly assessed through office referral and suspension data, ensuring a continuous focus on student safety.

In promoting a bully-free environment, Cathedral City Elementary utilized the Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program, which enabled students to anonymously report bullying. Participation in Bully Prevention Week and the Great Kindness Challenge Week provided further opportunities for students to engage in positive behaviors. The counselor collected data and monitored student participation, rewarding students for their efforts and fostering a culture of kindness and respect.

To address problem behavior and enhance the classroom learning environment, the counselor collaborated with teachers to introduce safe spaces and calm corners in each classroom. All of our classrooms have designated areas for students to access. These areas were equipped with resources and materials that promoted self-regulation and kindness, such as books, bulletin boards, and strategies for managing emotions. These modifications helped to create a supportive space where students could take a break and regain focus, contributing to a more positive and productive learning environment.

#### Overall Effectiveness of Strategies/Activities

The implementation of these strategies and activities at Cathedral City Elementary was highly effective in promoting student safety, enhancing social-emotional learning, and fostering a positive school climate. The combination of preventative programs, interventions, and community-building activities helped to reduce conflict, improve attendance, and support students' emotional and academic growth. Our discipline and office referrals have drastically reduced to just 6.9% this year as compared to 9.8% at this time last year. Our attendance data has also significantly improved. Our chronic absence rate is currently at 14.5% which has greatly improved when compared to last years rate at this time of 34.2%. Our suspension count is currently at 9, which is the same as it was at this time last school year. This area needs to be monitored closely.

The data-driven approach used by the school, through attendance tracking, student monitoring, and behavioral assessments, ensured that all activities were aligned with the goal of improving student outcomes. The positive impact was seen through reduced absenteeism, improved student behavior, and increased participation in school-wide initiatives.

Overall, the strategies contributed significantly to the school's mission of providing a safe, inclusive, and supportive environment for all students, enabling them to thrive academically and socially.

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

We were not able to find a mental health partner who could committ to an additional day of services for our studetns. In February, this was brought to School Site Council and it was voted to move these funds to supplies and materials or Professional development for more opportunities for staff. Attendance supplies that are being used are very cost effective and are provided by PTG, donors or sometimes free. We take advantage of any free resources.

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

We will continue with the current goals. We will continue providing students with attendance incentives as a motivator. We will randomly introduce no-tardy prizes so that students who are on time will get additional prizes and reinforcements. The need to replenish SEL materials will continue as students use the items often, and there is a constant need to replace items. Positive incentives will continue through our monthly PRIDE store. Additional actions around attending Professional Development for Conscious Discipline will be included. Admin and other staff will continue to attend PD and training to stay current on topics and training. Virtual training and coaching through Conscious Discipline will be purchased with the remaining CSI funds. Materials and resources from Professional Development opportunities will be purchased for classroom and staff use. Supervision hours will be decreased due to our improvement in office referrals, however, the data will be closely monitored and could be adjusted in the fall.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

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

### LCAP Goal

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

### Identified Need









1. The 2023-24 California Dashboard indicates overall school performance in ELA falls in the yellow indicator with 68.8 points below standard. Although this was an increase of 13.5 points, it still indicates a need to close that gap. The Homeless subcategory fell in the red indicator. This indicates a need for continued improvement in both first instruction and intervention supports.
2. The 2023-24 California Dashboard indicates that our Students with Disabilities subgroup continued to show a very minimal increase in the area of ELA and mathematics and moved into the orange indicator. We need continued focus in these areas in order to continue making growth, these areas could easily revert back to red without those efforts. This indicates a continued need to support our Special Education teachers in data analyzing and planning.
3. ELPI results show an 11.5% increase in students making progress towards English language proficiency on their ELPAC results. Only 45.5% of our English Learners are making progress. This continues to be an area to develop.
4. For the 2023-24 school year, our reclassification rate was 4.3%. For the 2024-25 school year, that reclassification rate increased to 6% indicating a continued need to provide professional development and a focus on planning to meet students needs in all subject areas with language development.
5. Only 20.54% of our 5th grade students performed at the Standard Met or Standard Exceeded level on the CAST. It was an increase of 2% from the prior year but still significantly low when compared to other 5th graders statewide. This indicates a need in this area.
6. Five year trend data shows that our EL student group population is increasing. Strategies and performance growth is needed for those students who are at a Level 1 or 2 or have been classified as LTELs. Current reclassification data indicates that 6% of our students were reclassified this year a slight increase from last year but still a decrease from five years ago.






Current STAR data for winter of 2024-25: In ELA when compared to the fall of 2023-24 3rd-5th grade students fell from 25.2% to 23.4%.

Current STAR data for winter of 2024-25: In math, students in 1st-5th grades scored 19.2% proficient, which is nearly .4% lower than winter of 2023-24.

During the fall 2024 meeting with the School Site Council, updated data was reviewed. CAASPP official data indicates an increase overall in grades 3-5 in ELA from 24.30% to 25.16% indicating that we are moving in the right direction with our goals and instruction. However, there is still a need to move 74% of the students toward proficiency. In math, the data indicates growth from the previous year as well, from 18.46% to 18.67%. Although there was growth, this data shows that over 81% of our students are not proficient in math. ELPAC data indicates that more students were reclassified and the number of students who regressed in proficiency was reduced. In addition, it was shared that our overall attendance is up 2.28% for this same time last year. In addition, our chronic absentee rates decreased by 18.81% which is in huge part to our efforts around motivating students with individual, schoolwide, and classroom incentives. In addition, teachers have been asked to make one phone call to connect with families on Wednesdays. Actions were discussed and data was shared. The data is showing that the actions are working.

## Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Yellow	68.8 points below standard	Increased 13.5 points	All	Yellow	65.8 points below standard	Increase 3 points
	EL	 Orange	86.5 points below standard	Increased 14.2 points	EL	Orange	83.5 points below standard	Increase 3 points
	Hisp	 Orange	71.3 points below standard	Increased 15.0 points	Hisp	Yellow	68.3 points below standard	Increase 3 points
	AA	 No Performance Color		Less than 11 Students	SED	Yellow	65.1 points below standard	Increase 3 points
	SED	 Yellow	68.1 points below standard	Increased 14.8 points	SWD	Orange	159 points below standard	Increase 3 points
	SWD	 Orange	162.0 points below standard	Increased 22.4 points				
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Yellow	76.4 points below standard	Increased 3.3 points	All	Yellow	73.4 points below standard	Increase 3 points
	EL	 Yellow	85.4 points below standard	Increased 3.7 points	EL	Yellow	82.4 points below standard	Increase 3 points

Metric/Indicator	Baseline				Expected Outcome			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	 Yellow	77.0 points below standard	Increased 4.1 points	Hisp	Yellow	74 points below standard	Increase 3 points
	AA	 No Performance Color		Less than 11 Students	SED	Yellow	71.6 points below standard	Increase 3 points
	SED	 Yellow	74.6 points below standard	Increased 5.5 points	SWD	Orange	153.7 points below standard	Increase 3 points
	SWD	 Orange	156.7 points below standard	Increased 11.0 points				
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20.54%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 22.54%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Green	45.5%	5 11.5		English Learner Progress Indicator	Green	47.5% Increase 2 points
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 4.3%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 7.5%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - ELA - 19.38% met/exceeded				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 23% met/exceeded			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100%			

## Planned Strategies/Activities

Strategy/Activity 1

To improve student outcomes, Cathedral City Elementary will invest in high-quality professional development and collaborative planning time for teachers, ensuring instruction is aligned with students' academic and social-emotional needs. Teachers will participate in targeted trainings such as High Impact Math, Universal Design for Learning (UDL), Bridges curriculum, Solution Tree, and Conscious Discipline to enhance their ability to meet the diverse needs of all students, including English Learners and Students with Disabilities. At the start of the school year, teachers will be provided extended time to analyze student data and collaboratively plan lessons that support differentiated instruction and equitable learning. Ongoing Saturday sessions and after-school collaborations will support continuous improvement in instructional practices. Grade-level teams will regularly meet to set SMART goals, develop assessments, share data, and refine instructional strategies to accelerate student growth. To support these efforts, teachers will be equipped with a variety of classroom materials and technology that directly impact student learning, including instructional supplies for Tier I and Tier II interventions across content areas. The impact on student progress will be monitored using data from SMART goals, attendance records, and collaborative planning documentation.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/26

Person(s) Responsible

TOSAS, Administration, Consultant, Academic Coach, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary - PD stipend for teacher trainings
Amount	1326
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes - PD stipend for teacher training/collaboration



<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Conferences for teachers, coaches or admin to support student academic learning.
<b>Amount</b>	9778
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Classroom printers, document cameras, student headphones, other technology and instructional supplemental supplies for tier I instruction in ELA/Math/ELD/Intervention and small group instruction. Materials for Tier II tutoring/intersession supplies.
<b>Amount</b>	22070
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies and materials needed for implementation of PD, materials and supplies needed to supplement during math, ELA, ELD, guided reading and social studies/science instruction
<b>Amount</b>	12000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Teacher Classroom Macbooks/Equipment
<b>Amount</b>	1450
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Teacher Classroom Macbook Insurance

## Strategy/Activity 2

Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Homeless or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction. Students who attend reading intervention will be closely monitored through spreadsheets of data - for progress and growth to be exited out of the program or to go through the SST process.

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

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Specific Student Groups:  
Students scoring intensive in ELA

### Timeline

7/1/2025-6/30/26

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	26845
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	5.75 hour bilingual para intervention salary
<b>Amount</b>	11237
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	5.75 hour bilingual para fringes
<b>Amount</b>	45341
<b>Source</b>	LCFF

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Intervention 7 hour paraprofessional
<b>Amount</b>	36184
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Intervention 7 hour paraprofessional fringes

Strategy/Activity 3

To enhance academic achievement and provide targeted support, students will have access to a variety of online instructional programs designed to strengthen skills in math and literacy. These programs, including Accelerated Reader, Math Shelf, UFLI, Scholastic News, Lexia, and Novel Effect, will be used to supplement core instruction and provide personalized learning experiences that address individual student needs. Licenses and subscriptions will be purchased to ensure students receive consistent, high-quality practice aligned to state standards and assessments such as the Math and ELA STAR and CAASPP. Student usage and progress will be regularly monitored, and data will be analyzed alongside STAR assessment results to measure program effectiveness and inform instructional adjustments.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/26

Person(s) Responsible

Librarian, Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Accelerated Reader program for 1st-5th grade; Novel Effect, Lexia, UFLI, etc.

Strategy/Activity 4

Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State Standards. Additional assemblies to help students with growth mindset and perserverance will be provided. Attendance data will be used to monitor student participation throughout the year. Opportunities will be provided to our Foster and Homeless, Students with Disabilities and English Learners first in order to provide them with the experiences. Pre and Post field trip assessments will be given to monitor the effectiveness of the trips.

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

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	Foster Youth
<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Students with Disabilities

### Timeline

7/1/2025-6/30/26
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### Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community
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### Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Enrichment opportunities. The school parent group (PTG) will also assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities such as assemblies or other motivational speakers.

### Strategy/Activity 5

Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. Priority will be given to SWD, Homeless/Foster, and English Learners's. Clubs and other after school opportunities for homework help and tutoring will be provided through the district. English Language newcomers and/or beginners will be provided with additional language development support on Wednesdays after school. Saturday school days will be provided for SWD, Homeless/Foster and English Learners to receive intervention services. Fall STAR data as well as intervention team data will be used to place these students on the list. Attendance will be monitored and progress will be monitored via Winter STAR testing results. Spring STAR and CAASPP data will be used to evaluate the program for effectiveness.

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

- X English Learner
- X Foster Youth
- X Low Income
- X Students with Disabilities
- X Specific Student Groups:  
Students scoring in the intensive band on district or grade level common assessments or a 1 or 2 on state testing.

## Timeline

7/1/2025-6/30/26

## Person(s) Responsible

Administration, Staff, Supplemental Services Department

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Tutoring/intersession/Saturday School opportunities
<b>Amount</b>	517
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Fringes for tutoring, intersession and Saturday School opportunities

## Strategy/Activity 6

To accelerate language development and improve academic outcomes for English Learners, targeted Saturday school opportunities will be provided. Students will be selected based on their previous year's ELPI scores, with priority given to those who showed regression or no growth. Saturday sessions will focus on explicit instruction in the four domains of English Language Development—Speaking, Listening, Reading, and Writing—using research-based ELD strategies tailored to student needs. Instruction will be designed to build confidence, fluency, and comprehension, directly supporting student success in both language and content areas. Student progress will be monitored using ELPAC scores to evaluate growth and guide future instruction.

## Students to be Served by this Strategy/Activity

☒ English Learner

### Timeline

7/1/2025-6/30/26

### Person(s) Responsible

Administrtrtion and staff

### Proposed Expenditures for this Strategy/Activity

Amount

1000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Saturday School opportunities for EL's

Amount

258

Source

Title I

Budget Reference

3000-3999: Employee Benefits

Description

Saturday School opportunities for EL's

### Strategy/Activity 7

We will continue a partnership with Solution Tree to provide Professional Development and collaboration time for teachers, TOSA's, and Administrator to improve our PLC practices, learn to properly analyze data, and create rigorous assessments aligned to the claims and targets which will help our students improve on STAR, ELPAC and CAASPP exams. Professional Development will be provided and substitutes will be used to relieve teachers to attend training. SMART Goal Data, STAR Results, and Grade Level ELA and Math Action Plans will be used to analyze the effectiveness of this action.

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

☒ All

### Timeline

7/1/2025-6/30/26

**Person(s) Responsible**

Administrators, TOSA's, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	28400
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional Development and Collaboration with teachers Solution Tree
<b>Amount</b>	11000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for collaboration, professional development, planning, and analyzing data

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

### Identified Need

- 1. Only 96 families participated in the Panorama Survey despite efforts to encourage parents through digital notices. Increased efforts are needed next year in hopes of obtaining a minimum of 200 survey responses.
- 2. CCE's Family School Connectedness results indicate a 93% favorable response by parents. This percentage made no change from last year indicating a need to improve. Improving this percentage is important to maintain the connection between home and school for all students.
- 3. CCE's Family Climate of Support for Academic Learning results indicate a 92% favorable response by parents. This result decreased 3 points from last year's result. There is a need to increase the favorable response to 95%.
- 4. The daily attendance has increased from last year at 91.6% to 96.1% currently. There is a need to maintain this higher rate. Our chronic absentee rate decreased from 39.60% to 14.5% which is still high and indicates a need for intervention. Efforts, inclusive of a detailed attendance committee plan and ongoing follow-up, must be made to engage students and parents with their students' learning.
- 5. An increase in participation was noted for SST meetings, IEP meetings, parent conferences, and parent training. Efforts continue to be needed to improve to 92%.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 96 responses to Panorama Survey	Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 93% Hispanic (Hisp) Favorable - 93%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 95%



Metric/Indicator	Baseline	Expected Outcome
African American (AA)	African American (AA) - not reported	African American (AA) - not reported
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 93% African American (AA) - not reported	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 95% African American (AA) - not reported
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 92%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 93%

## Planned Strategies/Activities

### Strategy/Activity 1

To better support student success, the school will provide a Parent Community Liaison focused on strengthening the home-school connection. This position will ensure that families have access to the resources they need to help their children thrive academically, socially, and emotionally. The liaison will support student attendance and English language development by engaging families in meaningful ways, offering guidance, and facilitating communication. In collaboration with administration and the district, the liaison will collect and analyze data to identify barriers to student attendance and work to reduce chronic absenteeism by empowering parents to become active partners in their children's education.

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

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities
- ☒ Specific Student Groups:  
Chronically Absent Students, Homeless

### Timeline

7/1/2025-6/30/26

### Person(s) Responsible

Community Liaison, Administration

### Proposed Expenditures for this Strategy/Activity

Amount

53705

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Parent Community Liaison - Salary

Amount

42626

Source

LCFF

Budget Reference

3000-3999: Employee Benefits

Description

Parent Community Liaison - Fringes

### Strategy/Activity 2

To directly support student learning and achievement, CCES will offer parent trainings focused on helping families understand the Common Core Standards and develop strategies to support their children's learning at home. To strengthen the learning environment beyond the classroom, students will receive materials such as homework folders with space for teacher-parent communication and important information. Additional learning resources will be provided for students to use with their families during extended school breaks, ensuring continuous learning. A Family Engagement Committee will be established to design meaningful, student-centered activities and distribute tools that empower families to support their child's growth. Optional childcare will be provided during events to remove barriers to participation, and parent involvement will be tracked through sign-in sheets to help the school evaluate and enhance its outreach efforts and to monitor effectiveness.

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

☒ All

### Timeline

7/1/2025-6/30/26

### Person(s) Responsible

Administration, Teachers, TOSA, Community Liaison, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1200
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Extra Duty for parent nights
<b>Amount</b>	310
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Teacher Extra Duty - Fringes
<b>Amount</b>	794
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Parent supplies for training
<b>Amount</b>	255
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Childcare for parent events- salary
<b>Amount</b>	120
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	childcare for parent events - fringes

### Strategy/Activity 3

Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. Meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. Substitutes will be provided to give teachers the opportunity to engage with parents and provide them with resources, models, strategies for helping students at home. Logs will be used and monitored. We will begin meeting with the parents of our English Learners, Students with Disabilities, and Homeless/Foster first.

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

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities
- ☒ Specific Student Groups:  
Homeless

### Timeline

7/1/2025-6/30/26

### Person(s) Responsible

Administration, Community Liaison, Teachers, parents

### Proposed Expenditures for this Strategy/Activity

Amount	2700
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans or for Special Education articulation.

### Strategy/Activity 4

To promote early literacy and foster a love of reading, Cathedral City Elementary will provide students with books to take home and read with their families. This initiative is designed to strengthen students' reading skills through meaningful family engagement. In the 2025–2026 school year, the program will expand with support from the Raising a Reader grant, specifically benefiting our TK and Kindergarten students. By encouraging regular at-home reading, the program directly supports students' language development and academic growth. Materials and book bags will be distributed and replenished as needed, with the school librarian, teachers and our Literacy TOSA supporting and managing circulation. Teachers will collect data to monitor student participation and progress.

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

- ☒ Specific Student Groups:

TK and Kindergarten Students

### Timeline

7/1/2025-6/30/26

### Person(s) Responsible

Librarian, Teachers, Administration, Volunteers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Description

Admin, Teachers, Literacy TOSA, Parent community liaison and librarian will assist with coordination.

### Strategy/Activity 5

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

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

☒ Low Income

☒ Specific Student Groups:  
Chronically Absent

### Timeline

7/1/2025-6/30/26

### Person(s) Responsible

PTG Group, CCE Staff, Administration, Community Liaison

### Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No additional cost to the site's categorical budget.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

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

### LCAP Goal

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

### Identified Need

1. Our suspension rate on the California dashboard decreased by 0.4 % to 1.3% of students suspended in 2023-2024 California Dashboard data. As of April 2025, it is currently the same as it was at this time last year. Although the indicator shows green status, there is a need to continue the positive reinforcements to maintain these gains.
2. Although our office discipline referrals during 24-25 have decreased by nearly 3% when comparing April 2023-24 to April 2024-25 there is still a need to reduce office discipline referrals. The total number of referrals in 2023-24 was 191, currently, as of April 2025, we have 93 total office referrals. There is still a need to decrease that number.
3. Winter of 24-25 results on the Student Climate Survey from Panorama indicated that safety was the least favorable scoring at 62%, increasing 4% from the previous year. This continues to indicate a need in this area.
4. Winter of 24-25 results on the Student Climate Survey from Panorama indicated that the area of knowledge and fairness of discipline, rules, and norms decreased by 5% from the 2023-2024 survey. This area is only favorable to 77% of our students. This area continues to be a challenge for our students.
5. The Student SEL Survey from Panorama results indicated that self-efficacy continues to be the lowest scoring area, increasing 3% from last year to 53%. Growth mindset had the highest increase and scored the highest at 69%. It is evident that students need to see the connection between the two areas. Self-management 61% and perseverance 58% are the other identified areas of need. This continues to be an area of need despite minor increases.
6. According to the California Dashboard, our Chronic Absenteeism indicator is still in the yellow. The daily attendance rate has increased from 90.81% to 96.1% and the chronic absentee rate has decreased from 35.60% to 32.5%. Although there was a slight increase in the daily attendance rate and a decrease in chronic absenteeism, efforts are still needed to continue to meet our daily goal of 94% and to reduce our chronic absenteeism by 10%. A committee will work on a detailed attendance plan, including ongoing follow-up, and efforts must be made to engage students and parents with our school community.

## Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 89.91%	Student Attendance Rates All Students (ALL) -91.81%																																																				
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>32.5% Chronically Absent</td><td>Declined 6.4</td></tr><tr><td>EL</td><td>Yellow</td><td>23.2% Chronically Absent</td><td>Declined 9</td></tr><tr><td>Hisp</td><td>Yellow</td><td>30% Chronically Absent</td><td>Declined 7.9</td></tr><tr><td>AA</td><td>No Performance Color</td><td>69.2% Chronically Absent</td><td>Increased 19.2</td></tr><tr><td>SED</td><td>Yellow</td><td>32.3% Chronically Absent</td><td>Declined 7</td></tr><tr><td>SWD</td><td>Orange</td><td>43.4% Chronically Absent</td><td>Declined 2.1</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	32.5% Chronically Absent	Declined 6.4	EL	Yellow	23.2% Chronically Absent	Declined 9	Hisp	Yellow	30% Chronically Absent	Declined 7.9	AA	No Performance Color	69.2% Chronically Absent	Increased 19.2	SED	Yellow	32.3% Chronically Absent	Declined 7	SWD	Orange	43.4% Chronically Absent	Declined 2.1	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>32% Chronically Absent</td><td>Declined .5</td></tr><tr><td>EL</td><td>Yellow</td><td>22.7% Chronically Absent</td><td>Declined .5</td></tr><tr><td>Hisp</td><td>Yellow</td><td>29.5% Chronically Absent</td><td>Declined .5</td></tr><tr><td>SED</td><td>Yellow</td><td>31.8% Chronically Absent</td><td>Declined .5</td></tr><tr><td>SWD</td><td>Orange</td><td>42.9% Chronically Absent</td><td>Declined .5</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	32% Chronically Absent	Declined .5	EL	Yellow	22.7% Chronically Absent	Declined .5	Hisp	Yellow	29.5% Chronically Absent	Declined .5	SED	Yellow	31.8% Chronically Absent	Declined .5	SWD	Orange	42.9% Chronically Absent	Declined .5
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>1.3% suspended at least one day</td><td>Declined 0.4%</td></tr><tr><td>EL</td><td>Green</td><td>0.9% suspended at least one day</td><td>Maintained 0%</td></tr><tr><td>Hisp</td><td>Green</td><td>1.1% suspended at least one day</td><td>Declined 0.4%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>7.1% suspended at least one day</td><td>Declined 6.2%</td></tr><tr><td>SED</td><td>Green</td><td>1.3% suspended at least one day</td><td>Declined 0.4%</td></tr><tr><td>SWD</td><td>Orange</td><td>3.7% suspended at least one day</td><td>Maintained 0.1%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	1.3% suspended at least one day	Declined 0.4%	EL	Green	0.9% suspended at least one day	Maintained 0%	Hisp	Green	1.1% suspended at least one day	Declined 0.4%	AA	No Performance Color	7.1% suspended at least one day	Declined 6.2%	SED	Green	1.3% suspended at least one day	Declined 0.4%	SWD	Orange	3.7% suspended at least one day	Maintained 0.1%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>1.0% suspended at least one day</td><td>Declined .3</td></tr><tr><td>EL</td><td>Green</td><td>.6% suspended at least one day</td><td>Declined .3</td></tr><tr><td>Hisp</td><td>Green</td><td>0.8% suspended at least one day</td><td>Declined .3</td></tr><tr><td>SED</td><td>Green</td><td>1.0% suspended at least one day</td><td>Declined .3</td></tr><tr><td>SWD</td><td>Yellow</td><td>3.4 % suspended at least one day</td><td>Declined .3</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	1.0% suspended at least one day	Declined .3	EL	Green	.6% suspended at least one day	Declined .3	Hisp	Green	0.8% suspended at least one day	Declined .3	SED	Green	1.0% suspended at least one day	Declined .3	SWD	Yellow	3.4 % suspended at least one day	Declined .3
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SED	Green	1.0% suspended at least one day	Declined .3																																																			
SWD	Yellow	3.4 % suspended at least one day	Declined .3																																																			
Suspension Rates: All Students (ALL)	Panorama Survey - School Safety All students: 68% favorable	Panorama Survey - School Safety All students: 72% favorable																																																				

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL: 68% Hisp: 88%	EL: 72% Hisp: 72%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0	Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 71% favorable EL:71% Hisp:71% African American (AA) - Not reported	Panorama Survey - School Connectedness All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - Not reported
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 58% EL: 58% Hisp: 58% African American (AA) - Not reported	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 65% African American (AA) - Not reported
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

## Planned Strategies/Activities



Strategy/Activity 1

Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2025-2026 school year. Tier I supports from the counselor in the form of morning meetings will continue to be updated and shared with all teachers. The counselor will plan and promote more college and career readiness activities which can include a career day or by providing other opportunities to visit the middle school and high school for programs. In addition, the MTSS committee will continue monitoring data and looking at improvements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety. Staff who attended Conscious Discipline training will continue to work with other staff to create a welcoming environment for all students.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/26

Person(s) Responsible

Entire Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 2

To improve student attendance and ensure consistent access to instruction, Cathedral City Elementary will continue to monitor attendance data regularly. The School Community Liaison will review weekly attendance reports to identify students with chronic or at-risk attendance and will follow up with families through outreach and referrals to district support services as needed. The Attendance Committee will meet monthly to analyze trends, set school-wide attendance goals, and design incentive programs to promote regular attendance. Incentives will include class competitions, recognition during assemblies, perfect attendance awards, and interactive morning activities coordinated by the Community Liaison. Students will be celebrated for both perfect attendance and improvement. Monitoring will be conducted through monthly attendance reports, monthly data tracking spreadsheets, and incentive participation logs. Outcomes will be reviewed at monthly committee meetings and shared with staff to guide ongoing supports and recognize progress.

Students to be Served by this Strategy/Activity

☒ All

☒ Specific Student Groups:  
Chronically Absent Students

Timeline

7/1/25 - 6/30/26

**Person(s) Responsible**

All staff

**Proposed Expenditures for this Strategy/Activity**

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance plan supplies will be purchased to motivate attendance improvement

**Strategy/Activity 3**

Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict. Additional supervision is needed to maintain a safe and healthy environment throughout the day. These actions will be monitored by office referral and suspension data.

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

☒ All

**Timeline**

7/1/2025-6/30/26

**Person(s) Responsible**

Recess Coach, Supervision Aides, Teachers, Administration

**Proposed Expenditures for this Strategy/Activity**

Amount	10585
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus.
Amount	1542

<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Additional supervision aide time is needed before school to implement the program.

### Strategy/Activity 4

Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor gathers data and monitors participation and rewards for these activities. Counselor will work with teachers to reduce problem behavior by modifying the classroom learning environment. This will include but not limited to safe spaces or calm corners and materials for that along with adding bulletin boards that promote healthy responses and habits such as self regulation strategies and kindness will be provided. Calming corner spaces will be used in every classroom along with other books and resources that help change the classroom learning environment. This will be monitored

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

<u>X</u>	All
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#### Timeline

7/1/2025-6/30/26
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#### Person(s) Responsible

Administration, Librarian, Staff, classroom teachers, counselor
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#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials such as posters, books, games and other resources with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. These materials help support SEL.

### Strategy/Activity 5

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

<u>X</u>	English Learner
<u>X</u>	Foster Youth

- ☒ Low Income
- ☒ Students with Disabilities

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Centralized Services for Planned Improvements in Student Performance

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

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials	2,962	Title IV

*Note: Centralized services may include the following direct services:*

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

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,032
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$349,743.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	130,353	0.00
Title I Part A: Parent Involvement	2,679	0.00
LCFF	216,711	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	\$130,353.00
Title I Part A: Parent Involvement	\$2,679.00

Subtotal of additional federal funds included for this school: \$133,032.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$216,711.00

Subtotal of state or local funds included for this school: \$216,711.00

Total of federal, state, and/or local funds for this school: \$349,743.00



## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	216,711.00
Title I	130,353.00
Title I Part A: Parent Involvement	2,679.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	25,717.00
2000-2999: Classified Personnel Salaries	136,851.00
3000-3999: Employee Benefits	93,483.00
4000-4999: Books And Supplies	48,642.00
5000-5999: Services And Other Operating Expenditures	13,950.00
5700-5799: Transfers Of Direct Costs	2,700.00
5800: Professional/Consulting Services And Operating Expenditures	28,400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF	109,631.00
3000-3999: Employee Benefits	LCFF	80,352.00
4000-4999: Books And Supplies	LCFF	22,778.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,950.00
1000-1999: Certificated Personnel Salaries	Title I	24,517.00
2000-2999: Classified Personnel Salaries	Title I	26,845.00
3000-3999: Employee Benefits	Title I	12,821.00
4000-4999: Books And Supplies	Title I	25,070.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
5700-5799: Transfers Of Direct Costs	Title I	2,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	28,400.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,200.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	375.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	310.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	794.00

# School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brenda Santana	X				
Tiffany Silva (Cobb)		X			
Tracy Darrin		X			
Rosalind Orduno		X			
Cynthia Gutierrez			X		
Aratzi Pineda				X	
Lourdes Carvajal				X	
Melanie Arellano				X	
Maria Trujillo				X	
Mariana Frias				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/28/25.

Attested:



Principal, Brenda Santana on 4/28/25



SSC Chairperson, Tracy Darrin on 4/28/25

# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
CCE will increase academic achievement through best first Tier I instruction and academic interventions.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
<p>To improve student outcomes, Cathedral City Elementary will invest in high-quality professional development and collaborative planning time for teachers, ensuring instruction is aligned with students' academic and social-emotional needs. Teachers will participate in targeted trainings such as High Impact Math, Universal Design for Learning (UDL), Bridges curriculum, Solution Tree, and Conscious Discipline to enhance their ability to meet the diverse needs of all students, including English Learners and Students with Disabilities. At the start of the school year, teachers will be provided extended time to analyze student data and collaboratively plan lessons that support differentiated instruction and equitable learning. Ongoing Saturday sessions and after-school collaborations will support continuous improvement in instructional practices. Grade-level teams will regularly meet to set SMART goals, develop assessments, share data, and refine instructional strategies to accelerate student growth. To support these efforts, teachers will be equipped with a variety of classroom materials and technology that directly impact student learning, including instructional supplies for Tier I and Tier II interventions across content areas. The impact on student progress will be monitored using data from SMART goals, attendance records, and collaborative planning documentation.</p>			

<p>Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Homeless or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction. Students who attend reading intervention will be closely monitored through spreadsheets of data - for progress and growth to be exited out of the program or to go through the SST process.</p>			
<p>To enhance academic achievement and provide targeted support, students will have access to a variety of online instructional programs designed to strengthen skills in math and literacy. These programs, including Accelerated Reader, Math Shelf, UFLI, Scholastic News, Lexia, and Novel Effect, will be used to supplement core instruction and provide personalized learning experiences that address individual student needs. Licenses and subscriptions will be purchased to ensure students receive consistent, high-quality practice aligned to state standards and assessments such as the Math and ELA STAR and CAASPP. Student usage and progress will be regularly monitored, and data will be analyzed alongside STAR assessment results to measure program effectiveness and inform instructional adjustments.</p>			
<p>Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd &amp; 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State Standards. Additional assemblies to help students with growth mindset and perseverance will be provided. Attendance data will be used to monitor student participation throughout the year. Opportunities will be provided to our Foster and Homeless, Students with Disabilities</p>			

and English Learners first in order to provide them with the experiences. Pre and Post field trip assessments will be given to monitor the effectiveness of the trips.			
Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. Priority will be given to SWD, Homeless/Foster, and English Learners's. Clubs and other after school opportunities for homework help and tutoring will be provided through the district. English Language newcomers and/or beginners will be provided with additional language development support on Wednesdays after school. Saturday school days will be provided for SWD, Homeless/Foster and English Learners to receive intervention services. Fall STAR data as well as intervention team data will be used to place these students on the list. Attendance will be monitored and progress will be monitored via Winter STAR testing results. Spring STAR and CAASPP data will be used to evaluate the program for effectiveness.			
To accelerate language development and improve academic outcomes for English Learners, targeted Saturday school opportunities will be provided. Students will be selected based on their previous year's ELPI scores, with priority given to those who showed regression or no growth. Saturday sessions will focus on explicit instruction in the four domains of English Language Development—Speaking, Listening, Reading, and Writing—using research-based ELD strategies tailored to student needs. Instruction will be designed to build confidence, fluency, and comprehension, directly supporting student success in both language and content areas. Student progress will be monitored using ELPAC scores to evaluate growth and guide future instruction.			
We will continue a partnership with Solution Tree to provide Professional Development and collaboration time for teachers, TOSA's, and Administrator to improve our PLC practices, learn to properly analyze data, and create			



rigorous assessments aligned to the claims and targets which will help our students improve on STAR, ELPAC and CAASPP exams. Professional Development will be provided and substitutes will be used to relieve teachers to attend training. SMART Goal Data, STAR Results, and Grade Level ELA and Math Action Plans will be used to analyze the effectiveness of this action.			
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<b>Goal #2:</b>
Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
To better support student success, the school will provide a Parent Community Liaison focused on strengthening the home-school connection. This position will ensure that families have access to the resources they need to help their children thrive academically, socially, and emotionally. The liaison will support student attendance and English language development by engaging families in meaningful ways, offering guidance, and facilitating communication. In collaboration with administration and the district, the liaison will collect and analyze data to identify barriers to student attendance and work to reduce chronic absenteeism by empowering parents to become active partners in their children's education.			
To directly support student learning and achievement, CCES will offer parent trainings focused on helping families understand the Common Core Standards and develop strategies to support their children's learning at home. To strengthen the learning environment beyond the classroom, students will receive materials such as homework folders			

with space for teacher-parent communication and important information. Additional learning resources will be provided for students to use with their families during extended school breaks, ensuring continuous learning. A Family Engagement Committee will be established to design meaningful, student-centered activities and distribute tools that empower families to support their child's growth. Optional childcare will be provided during events to remove barriers to participation, and parent involvement will be tracked through sign-in sheets to help the school evaluate and enhance its outreach efforts and to monitor effectiveness.			
Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. Meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. Substitutes will be provided to give teachers the opportunity to engage with parents and provide them with resources, models, strategies for helping students at home. Logs will be used and monitored. We will begin meeting with the parents of our English Learners, Students with Disabilities, and Homeless/Foster first.			
To promote early literacy and foster a love of reading, Cathedral City Elementary will provide students with books to take home and read with their families. This initiative is designed to strengthen students' reading skills through meaningful family engagement. In the 2025–2026 school year, the program will expand with support from the Raising a Reader grant, specifically benefiting our TK and Kindergarten students. By encouraging regular at-home reading, the program directly supports students' language development and academic growth. Materials and book bags will be distributed and replenished as needed, with the school librarian, teachers and our Literacy TOSA supporting and managing circulation. Teachers will collect data to monitor student participation and progress.			

Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.			
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<b>Goal #3:</b>
CCE students will be provided a positive, safe, and healthy learning environment.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2025-2026 school year. Tier I supports from the counselor in the form of morning meetings will continue to be updated and shared with all teachers. The counselor will plan and promote more college and career readiness activities which can include a career day or by providing other opportunities to visit the middle school and high school for programs. In addition, the MTSS committee will continue monitoring data and looking at improvements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety. Staff who attended Conscious Discipline training will continue to work with other staff to create a welcoming environment for all students.			

<p>To improve student attendance and ensure consistent access to instruction, Cathedral City Elementary will continue to monitor attendance data regularly. The School Community Liaison will review weekly attendance reports to identify students with chronic or at-risk attendance and will follow up with families through outreach and referrals to district support services as needed. The Attendance Committee will meet monthly to analyze trends, set school-wide attendance goals, and design incentive programs to promote regular attendance. Incentives will include class competitions, recognition during assemblies, perfect attendance awards, and interactive morning activities coordinated by the Community Liaison. Students will be celebrated for both perfect attendance and improvement. Monitoring will be conducted through monthly attendance reports, monthly data tracking spreadsheets, and incentive participation logs. Outcomes will be reviewed at monthly committee meetings and shared with staff to guide ongoing supports and recognize progress.</p>			
<p>Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict. Additional supervision is needed to maintain a safe and healthy environment throughout the day. These actions will be monitored by office referral and suspension data.</p>			
<p>Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor gathers data and monitors participation and rewards for these activities. Counselor will work with teachers to reduce problem behavior by modifying the classroom learning environment. This will include but</p>			

<p>not limited to safe spaces or calm corners and materials for that along with adding bulletin boards that promote healthy responses and habits such as self regulation strategies and kindness will be provided. Calming corner spaces will be used in every classroom along with other books and resources that help change the classroom learning environment. This will be monitored</p>			
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# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

## Purpose

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

## Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

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

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



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

## Annual Review

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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