

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Cabot Yerxa Elementary School
Address	67067 Desert View Road Desert Hot Springs, CA 92240
County-District-School (CDS) Code	33-67173-0118943
Principal	Andrea Guaydacan
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025-6/30/2026
Schoolsite Council (SSC) Approval Date	October 21, 2025
Local Board Approval Date	November 18, 2025

This certifies that updates to my SPSA are completed

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	4
Purpose and Description.....	4
Educational Partner Involvement	5
Resource Inequities	7
Needs Assessment – Review of Performance.....	8
Reflections: Success	8
Reflections: Identified Need	9
School and Student Performance Data	12
Student Enrollment.....	12
Student Population	14
Overall Performance	16
English Language Arts	18
Mathematics	20
English Learner Progress.....	22
Chronic Absenteeism	23
Suspension Rate	25
Annual Review and Update	27
Goal 1 – Increased Academic Achievement	27
Goal 2 – Parent Engagement.....	35
Goal 3 – Safe and Healthy Learning Environment.....	38
Goals, Strategies, & Proposed Expenditures.....	45
Goal 1.....	45
Goal 2.....	54
Goal 3.....	57
Centralized Services for Planned Improvements in Student Performance	66
Budget Summary and Consolidation	68
Budget Summary	68
Allocations by Funding Source.....	68
Other Federal, State, and Local Funds	68
Expenditures by Funding Source	69
Expenditures by Budget Reference	70
Expenditures by Budget Reference and Funding Source	71
School Site Council Membership	72

Recommendations and Assurances73

Title I and LCFF Funded Program Evaluation74

Instructions.....80

 Instructions: Linked Table of Contents.....80

 Purpose and Description80

 Educational Partner Involvement81

 Resource Inequities81

Goals, Strategies, Expenditures, & Annual Review81

 Annual Review83

 Budget Summary83

 Appendix A: Plan Requirements85

 Appendix B:.....87

 Appendix C: Select State and Federal Programs89

School Vision and Mission

Mission: Empowering the Future - Mind, Body, and Spirit

Vision: At Cabot Yerxa Elementary, we strive to be a model professional learning community where our staff collaborates to ensure that high-quality instruction and equitable support empower all learners to reach their full potential. We are committed to fostering a culture of social and emotional growth by modeling and teaching essential skills, encouraging students to make balanced and wise choices that prepare them for lifelong success. (Revised - January, 2025).

School Profile

Cabot Yerxa Elementary School is located in Desert Hot Springs, California. Our school opened in the fall of 2009. Our current boundaries bring a diverse population of students and families from our local neighborhood, as well as transfer students from the local community. We are around 670 students with 98% receiving free and/or reduced lunch and with 30% of our students being designated as English Language Learners. Cabot Yerxa will remain on a 2-1-2 weekly calendar for the 2025-2026 school year. This means that on every Wednesday, the students will be released early so that administration and teachers can attend professional development opportunities, student data meetings, grade level and team collaboration and faculty meetings. The time set aside every Wednesday will be from 12:35 p.m. until 2:35p.m.

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

Purpose and Description

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

- ☒ Schoolwide Program
- ☒ Additional Targeted Support and Improvement
- ATSI - Students with Disabilities, White

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

Cabot Yerxa Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim assessments and common formative assessment results, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and our School Guiding Coalition (leadership team). The Cabot Yerxa 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 for 2024-2025:

Teacher Nominations were taken from September 1-10, 2024 via a Google form. Voting occurred through a Google Form that was open from September 11-18, 2024. Two teachers were selected for two openings: Autumn Evangelista and Mary Bousquet

Staff other than teachers nominations were taken September 22-26 and resulted in 1 nominations. Voting took place from September 27-30, but no one voted. The nominee was selected by default; Michelle Castillo-Soto

Parent Nomination forms were posted on ParentSquare on September 1, 2024 with a link to a Google form that was open from September 1-6, 2024. 3 parents were nominated for the 2 positions open. The voting ballots were posted on ParentSquare on September 14th with a link to a Google form that was open from September 14-18 and Kimberly Verdugo and Corina Noal were elected.

Date the 2024-2025 SSC Members attended district training: September 25, 2024 via Zoom

2024-2025 SSC Meetings are held in person with a Zoom option at Cabot Yerxa in the staff lounge.

Dates of meetings:

September 26, 2024 at 3:30 PM - SSC Roles/Responsibilities, SSC Bylaws, Development and Approval of Title I Parent Compact, Development of Title I Parent Engagement Policy, SPSA and Data Review, Attendance Plan, secretary (Autumn Evangelista) Chairperson election postponed until all members could be present.

November 4, 2024 (Rescheduled to November 7 due to quorum not available on November 4th) - SPSA Goal Review; Funding Updates (district); Modifications for SPSA Goals, Strategies and Funding; Data Review (Star); ELAC and DELAC reports

January 27, 2025 - SPSA goal development with needs assessment, ELAC input for SPSA: (Parents would like more tutoring opportunities with preparation for ELPAC testing, along with more support for their students in reading and during the school day. As a result, SPSA strategies will include after school tutoring for both newcomers and EL students in 4th and 5th grades will be provided and funded by the district EL department. A para will be paid an extra 1.25 hour per day to support students new to the United States with English vocabulary for school.), DELAC report

March 10, 2025 SPSA goals Review, School Safety Plan, Review of ATSI data and student groups (Students with disabilities are identified as ATSI in ELA, chronic absenteeism and suspension rate. Although there is not a color assigned on the CA Dashboard for SWD in math, their performance was low. In the SPSA, one strategy to address this will be allocating funding to allow extra duty for our special education case managers to collaborate with general education teachers to discuss strategies to supports students with disabilities. Our white student group is identified for ATSI for chronic absenteeism and suspension. Although , Title I & LCFF allocation for 24/25 and the impacts, discussion of chronic absenteeism data

May 13, 2025 Review of proposed funding allocation for 2025-2026, Final approval of SPSA

2024-2025 ELAC Meetings

October 17, 2024 - ELAC Roles and Responsibilities Training Slides, Uniform Complaint Procedures, ELAC Elections - ELAC Members and DELAC Representative, Future ELAC Meetings

November 7, 2024 - SPSA Review, Data Review, Agree on yearly meeting dates, Report from SSC, Priorities for ELs

January 23, 2025 DELAC report, School Plan for Student Achievement Input, ELPAC Updates and Testing Plans, Needs Assessments

May 13, 2025 DELAC report, Attendance update, SPSA review, Data review

Leadership/Guiding Coalition Meetings: At each meeting, we will review and monitor our implementation plan for our Professional Learning Community initiative; in fall and at each trimester (August, November, March) we will review data, and in May we will plan for the upcoming year.

July 30, 2024 - 2024-2025 Calendar of Events, PLC Plan

August 19, 2024 Plan for PLC implementation, Mission/Vision development, Expectations of Grade Level Lead

September 16, 2024 PLC Progress Update, Data Protocol, Mission/Vision development continued

October 21, 2024 SPSA Review, PLT Meeting Calendar Updates

November 18, 2024 ATSI Data, ELD discussion, PLC Cycles

January 13, 2024 GATE Testing, Safety Plan, Star Testing Plan, SPSA Review

February 24, 2024 Guiding Coalition Goals for Success, Equity Presentation, No Hate Speech Campaign
March 24, 2024 ATSI Needs Assessment Worksheet, Field Trip Planning, PLC Cycle Templates
May 19, 2024 2025-2026 SPSA, Planning for next year, expectations for next year

2024-2025 Professional Learning Community Professional Development with Michael Maffoni -Solution Tree Associate:
September 5, 2024 (Guiding Coalition)
October 8, 2024 (Guiding Coalition in morning, whole staff in afternoon)
January 17, 2024 (Guiding Coalition)
March 21, 2024 (Guiding Coalition)
May 5, 2025 (Grade level teams; 90 minutes each)

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, interim assessments and reports, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA,

Continue with the teacher on special assignment/instructional coach, Intervention Teacher, and Intervention Para to provide support in reading all of whom are provided by the district, and continue with our Literacy Coach funded through the LCRS grant.

Provide targeted interventions in all grades to close achievement gaps and learning loss that has occurred. Continue implementation of WIN (What I Need) Time - a reading intervention block during which students are grouped according to data that

Continue partnership with Solution Tree by having the remainder of our Guiding Coalition and some other teachers attend the PLC Summit. We will be working with

Intentional focus on students with disabilities in all academic areas including providing specific times for special education teachers to collaborate with general education teachers.

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

Improve student safety through constant monitoring and supervision by all staff members, and we will continue to fund the second behavior paraprofessional as part of our behavior intervention team. Also, the district funded 4 hours of a supervision aide to support kindergarten and TK recesses.

Improve student behavior by continuing our PBIS initiative, and providing time for our Positive Behavior Intervention and Support (PBIS) team to meet and monitor implementation. Monthly meetings of the behavior team are funded and scheduled. Behavior Reward Parties are scheduled monthly.

Since behavior was identified as a barrier to effective instruction, we will attend training through Conscious Discipline. The principal and assistant principal will attend the institute in the summer and we will begin implementation with the staff.

Host in person family nights to bring the community together and increase parent involvement. - The Cabot Yerxa Events Task Force and the PTA work together to create engaging and beneficial family events to increase family involvement. Funds are allocated to pay extra duty to the Events Task Force.

Continue promoting positive attendance incentives to improve overall attendance and find new strategies to improve our chronic absenteeism. Target families early on to provide supports. Provide incentives to parents for getting their kids to school on time. Provide extra duty pay for the attendance team to meet to discuss and implement our attendance plan. Continue to provide targeted interventions in all grades to close achievement gaps and build literacy- Each grade level has one hour of small group intervention time scheduled in the day. The literacy coach restructured grade level small group time so that students are grouped according to present levels, groups are fluid, UFLI is used for lower groups, Teachers will continue to receive professional development and support during action planning days to plan the instruction for this time. Funds are allocated to pay for subs for planning days and data days to monitor progress. Cabot Yerxa has many teachers who are new to the profession, so funds for various professional developments have been allocated. For example, we will be hosting a Kagan Engagement Strategies professional development session in late July. Our literacy coach and instructional coach will be hosting "Coaches' Corners" that will provide targeted professional development with implementation follow up for teachers.

Stakeholder Involvement 2025-2026

Teacher Nominations were taken from August 15-22, 2025 via a Google form. There was one nomination - Dani Graves. Voting occurred through a Google Form that was open from August 24-29, 2025. Danielle Graves was elected for the one vacancy.

Staff other than teachers nominations were taken August 19-25, 2025 and resulted in 1 nomination, Karris Brilee. Voting took place from September 1-14, 2025, and Karris Brilee was elected.

Parent Nomination forms were posted on ParentSquare on August 14, 2025 with a link to a Google form that was open from August 14-22, 2025. 5 parents were nominated for the 4 positions open: Vianette Hernandez, Josue Hernandez,

Jeannette Cruz, Jesse Ruyle, and Vivian Gonzalez Cruz. The voting ballots were posted on ParentSquare on September 14th with a link to a Google form that was open from September 14-19, 2025. Vianette Hernandez, Jesse Ruyle, Vivian Gonzalez Cruz, and Josue Hernandez were elected.

SSC Members attended the training on September 17th and 24th via Zoom.

2025-2026 SSC Meetings are held in person with a Zoom option at Cabot Yerxa in the staff lounge.

September 30, 2025: Creation and approval of Parent Engagement Plan and Parent School Compact. Review of SSC Bylaws. Review of attendance data and goals

October 21, 2025: Elections for chairperson, secretary, and vice-chairperson, data review, SPSA revisions voted on
Upcoming meetings:

January 20

February 24

March 24

May 5

Resource Inequities

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

Through our needs assessment we recognize that many of our students are missing fundamental concepts in both reading and math, but particularly in reading. Since the LCRS grant will fund a literacy coach, we will no longer fund our academic coach. The literacy coach will support teachers who need additional strategies and guidance to meet the needs of all students. She will work closely with teachers to ensure they have the skillset, materials, and strategies to provide interventions within their classrooms that also support current grade level content.

Our CAASPP proficiency rates declined from 23.3% in 2022–2023 to 19.8% in 2024–2025. In response, a Literacy Coach was hired through the Literacy Coach and Reading Specialist Grant and is currently collaborating with teachers to strengthen in-class literacy interventions through grade-level action planning days and ongoing data monitoring.

During our needs assessment, it was determined that there is a resource inequity within our Students with Disabilities student group. The group is in the red on the California Dashboard in English Language Arts being 135.5 points below standard, and 147.9 points below standard in math. Cabot Yerxa is in ATSI status partially due to this data. We will continue to use our academic coach to help support our Resource Specialist Program and Special Day Class teachers to ensure their interventions are meeting the needs of their students as well. We will provide time for SpEd teachers to collaborate regularly with general education teachers to support students with disabilities in general ed classes. The special education teachers have scheduled time to participate in the grade level collaborations. In 2025-2026, we will provide extra duty pay for teachers and for the resource specialist to collaborate about students. A sub will be provided for the resource teacher and special day class teacher each trimester so that they can test students and focus on IEPs.

Our needs assessment revealed that one barrier to instruction that teachers are facing in classrooms continues to be extreme dysregulation of students. Our students with disabilities are in the red for suspension rate on the 2024 CA Dashboard. Although teachers have indicated that there is a lot of support from admin and the behavior team, we still have many students who struggle with regulating their emotions. We will continue to fund a second behavior paraprofessional to our team to provide more support for students in classrooms and in our Wellness Center and Reset Room where students take breaks and focus on emotion regulation to return to class.

In 2024-2025, we funded professional development with Navigating Behavior Change. This PD was done over Zoom. Although it was valuable, the Zoom format was not as beneficial for our newer teachers who most needed the skills as we had hoped, based on feedback surveys. This year we will begin the implementation of Conscious Discipline. Our supervision aide team will also receive training in playground management and de escalation strategies through Playworks training.

Improving Tier 1 instruction is the way to improve student achievement. While we have a large number of students performing below grade level we believe that improving first best instruction and providing targeted, standards based intervention will help. We will continue our partnership with Solution Tree by continuing to send teachers to the PLC summit. In 2024-2025 year each grade level team analyzed and selected essential standards in reading and gathered data on how well students are mastering these standards as we develop our Learning and Instruction Inventory. In the 2025-2026 school year, we will continue the process by adding essential math standards. Extra duty pay and funding for subs will be allocated to allow professional learning teams to analyze data and plan instruction.

During our root cause analyses with our Guiding Coalition and our School Site Council, it was determined that poor attendance is affecting literacy and math proficiency in our students who are chronically absent. On that 2024 CA Dashboard, our white students and students with disabilities are both in the red for chronic absenteeism, which puts Cabot Yerxa in ATSI status for this category.. In Goal 3, we will focus on student attendance. Funds will be allocated for our attendance task force to meet to develop and implement an attendance plan that includes meetings with individual families, reward parties for improved or acceptable attendance. During the 2024-2025 school year, we improved our chronic absenteeism rate by holding individual family meetings, hosting Saturday Camps for attendance recovery, and providing students with absences over multiple consecutive days with short term independent study work. We will continue to work on this by widening our adult mentor program at Cabot where every adult on campus has a student that they check in with. We will also provide incentives to parents for bringing their children to school regularly by entering their names in drawings for prizes.

Needs Assessment – Review of Performance

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

Reflections: Success

In 2023-2024, we faced three ongoing challenges that affected student achievement according to our root cause analysis: 1. More students in the upper grades lacked fundamental reading skills such as phonological awareness and blending sounds, 2. More students were unable to regulate their emotions and displayed volatile and aggressive behaviors at school, 3. Chronic absenteeism rates were alarmingly high at almost 50%.

To address the need for stronger foundational reading skills, the school implemented a structured WIN (What I Need) Time across all grade levels, with a dedicated one-hour block focused on reading intervention. Students were grouped based on specific instructional needs, with progress monitored every six weeks and groupings adjusted accordingly. Nearly all students demonstrated measurable growth in reading fluency. For those who did not, teams met to identify barriers and referred students for additional support, including attendance or behavior interventions, or further academic evaluation. To support this work, funds were allocated to purchase research-based instructional materials such as UFLI, provide substitute coverage for teachers to analyze data and plan instruction, and offer extra-duty pay for participation in professional development focused on reading intervention. The combination of targeted instruction, ongoing data review, and strategic resource use resulted in notable gains in fluency.

To support student behavior and emotion regulation, the school maintained and expanded a multi-tiered system of supports. We continued funding a half-time mental health therapist, an additional supervision aide to assist with conflict resolution during recess, and a behavior paraprofessional trained in de-escalation who provides in-classroom support as needed. This year, we expanded our support team by adding a second behavior paraprofessional focused on facilitating student behavior reflection. Staff also received professional development through Navigating Behavior Change, equipping them with strategies to foster emotionally safe learning environments. Additionally, the school purchased the Zones of Regulation digital curriculum to help students identify their emotions and apply appropriate self-regulation strategies. These investments contributed to a noticeable improvement in school climate. According to the Panorama survey, staff reported feeling more supported in addressing student behavior, and the school's suspension rate decreased by 0.34%, indicating positive progress in this focus area.

To address chronic absenteeism, the school implemented a range of targeted strategies aimed at improving student attendance and engaging families. These included offering Saturday Camp for attendance recovery, conducting School Attendance Review Team (SART) meetings to help families

identify and overcome barriers to regular attendance, and providing ongoing incentives and rewards for students with strong attendance. Additionally, extra-duty funds were used to support a dedicated Attendance Task Force, composed of staff who meet monthly to analyze data, brainstorm solutions, and implement new strategies to promote consistent attendance. These efforts have yielded encouraging results: the school's chronic absenteeism rate has decreased from 48.6% in 2023–2024 to 47.1% as of April 2025, demonstrating progress in this area.

Overall, the school has made measurable progress in all three focus areas: strengthening foundational reading skills, improving student behavior and emotional regulation, and reducing chronic absenteeism. Targeted interventions such as WIN Time, expanded behavioral supports, and attendance recovery initiatives have contributed to positive outcomes, including increased reading fluency, a reduction in suspensions, and a decrease in chronic absenteeism. These strategies will continue into the next school year, with a few key adjustments. The Navigating Behavior Change professional development will not be continued, as the Zoom platform proved less effective than anticipated. Instead, the administrative team will attend the Conscious Discipline Institute and begin a gradual implementation of its foundational practices, including building a school family and supporting adult emotional regulation. In addition, the school will prioritize strengthening Tier I instruction through coaching cycles, lesson studies, coaching corners, and learning rounds led by instructional coaches. Substitute coverage and extra-duty pay will be used to support teacher planning and collaboration as part of these initiatives. These next steps are designed to sustain and build on the gains made, while deepening staff capacity and promoting a supportive, high-quality learning environment for all students.

2025-2026

An increase in our CAASPP scores in the spring of 2024-2025 in ELA showed that our targeted intervention in reading was effective, and teachers have learned even more about teaching reading. Funding is needed to purchase materials for reading instruction.

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?

A review of the most recent California Dashboard data indicates that several student subgroups are performing significantly below standard in both English Language Arts and Mathematics and are currently in the red performance band. These outcomes highlight the need for targeted academic support and intervention across subject areas.

In English Language Arts:

English Learners are performing 88.7 points below standard (red), highlighting a critical need for integrated and designated ELD instruction that explicitly supports reading comprehension, academic vocabulary, and writing development aligned with grade-level standards.

Hispanic students are 78.6 points below standard (red), indicating the need for culturally responsive literacy instruction, consistent small-group interventions, and access to grade-level complex texts with appropriate scaffolds.

Socioeconomically disadvantaged students are 78.2 points below standard (red), which underscores the importance of ensuring equitable access to high-quality first instruction, consistent intervention, and family engagement strategies that support literacy at home.

Students with disabilities are performing 135.5 points below standard (red), representing the greatest need for intensive, individualized instruction aligned with IEP goals, evidence-based reading interventions, and increased collaboration between general and special education teachers.

In Mathematics:

English Learners are performing 99.6 points below standard (red), demonstrating the need for intentional math language development, scaffolded instruction, and increased opportunities to engage in problem-

Reflections: Identified Need

solving using academic discourse. Strengthening foundational numeracy skills and integrating language support within math instruction is essential for this subgroup's growth.

These data points indicate a need for a cohesive, schoolwide approach to closing achievement gaps across content areas. Key areas of focus should include strengthening Tier 1 instruction, ensuring fidelity to intervention programs, using data to drive instructional decisions, and providing professional development to build teacher capacity in serving diverse learners by increasing student engagement.

According to the most recent California Dashboard data, chronic absenteeism remains a significant concern at our school, particularly for subgroups identified for Additional Targeted Support and Improvement (ATSI). Two subgroups—Students with Disabilities and White students—are currently in the red performance level for chronic absenteeism.

In the Students with Disabilities subgroup, 52.2% of students were chronically absent (red). This reflects a need for increased collaboration between special education staff, general education teachers, and families to address barriers to regular attendance, including transportation, health concerns, and access to individualized supports.

In the White student subgroup, 54.5% of students were chronically absent (red). This trend indicates a need for targeted outreach and engagement strategies to better understand and respond to the root causes of absenteeism within this group.

To address these concerns, an attendance team will continue to be in place to lead and coordinate intervention efforts. The team will monitor data, conduct empathy interviews, develop personalized attendance plans, make home contacts when needed, and implement incentives that promote consistent attendance. Through this focused and collaborative approach, the school aims to reduce chronic absenteeism and support improved student outcomes.

School climate and behavior data reinforce these findings. Suspension rates for Students with Disabilities reached 12 percent—the highest of any subgroup—and the Panorama survey showed that only 59 percent of students reported feeling safe at school, with significantly lower scores among African American and Hispanic students. School connectedness ratings were also moderate, with only 65 percent of all students responding favorably.

These data points, along with input from education partners, point to the need for a strong, multi-tiered system of support that addresses both academic and social-emotional learning. Staff must be supported in creating emotionally safe, trauma-informed classrooms that promote student regulation and engagement. Students must be at school consistently to benefit from these supports.

To address these needs, the following strategies will be implemented:

Professional development for Tier I instruction and collaboration

Provide high-quality professional learning, including attendance at PLC-focused conferences and on-site training in Kagan engagement strategies. These efforts will support inclusive, rigorous instruction that benefits English Learners and Students with Disabilities.

Administrator training in Conscious Discipline

Administrators will attend the Conscious Discipline Institute to address root causes of student dysregulation and behavior. Implementation of core practices will support the creation of emotionally safe, connected classrooms that foster improved learning conditions.

Attendance Task Force and incentive systems

Continue and expand the work of the Attendance Task Force to develop monthly recognition systems, Saturday Camp, SART meetings, and family engagement strategies to reduce chronic absenteeism.

Behavioral supports and SEL implementation

Maintain behavior paraprofessionals to supervise the Solutions Room, facilitate Check-In/Check-Out systems, and support students needing structured behavioral interventions. Daily SEL lessons, the use of Zones of Regulation, and PBIS structures will help address behavior and improve school connectedness.

Instructional coaching and lesson study

Instructional and literacy coaches will facilitate coaching cycles, lesson study, and peer learning rounds to improve instructional practice across classrooms, with a focus on equitable access to standards-based instruction for all students.

By addressing these interconnected needs with aligned strategies, Cabot Yerxa aims to improve attendance, behavior, and academic outcomes—ensuring all students have the opportunity to thrive.

2025-2026

Although CAASPP math scores increased as well, the increase was less than in ELA. Additional funds for instructional materials will be allocated to improve math instruction.

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	0.16%	0.3%	0.15%	1	2	1
African American	9.36%	8.11%	7.13%	60	54	48
Asian	%	0.15%	0.15%		1	1
Filipino	0.16%	0.3%	0.30%	1	2	2
Hispanic/Latino	80.34%	82.88%	83.21%	515	552	560
Pacific Islander	%	0%	0.15%		0	1
White	6.55%	5.56%	6.24%	42	37	42
Multiple/No Response	3.43%	2.7%	2.67%	22	18	18
Total Enrollment				641	666	673

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	102	133	110
Grade 1	116	87	93
Grade 2	100	125	85
Grade3	114	104	122
Grade 4	102	115	104
Grade 5	107	102	119
Total Enrollment	641	666	673

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	193	201	202	30.30%	30.1%	30.0%
Fluent English Proficient (FEP)	56	49	50	11.40%	8.7%	7.4%
Reclassified Fluent English Proficient (RFEP)		8		9.3%		2.4%

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
673	93.5%	30%	2.2%
Total Number of Students enrolled in Cabot Yerxa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	202	30%
Foster Youth	15	2.2%
Homeless	56	8.3%
Socioeconomically Disadvantaged	629	93.5%
Students with Disabilities	40	5.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	7.1%
American Indian	1	0.1%
Asian	1	0.1%
Filipino	2	0.3%
Hispanic	560	83.2%
Two or More Races	18	2.7%
Pacific Islander	1	0.1%
White	42	6.2%

Conclusions based on this data:

1. The majority of our students are in the Hispanic and socioeconomically disadvantaged student groups.

2. Over 93% of our students are socioeconomically disadvantaged, so we need to be sure their basic needs are met before we can expect them to focus on academics. We also need to help them remove barriers to coming to school.
3. 30% of our students are English Learners, so we need to put more focus on supporting them with designated and integrated ELD. We also need to provide more support to prepare them for the ELPAC.

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.

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  Orange	
English Learner Progress  Orange		
College/Career		

Conclusions based on this data:

1. Last year, our students performed better in math than in ELA. However, our Star scores show that students are still struggling with math concepts. Next year, we will provide more professional development opportunities in Math Studio lesson designs. We will continue to focus on our WIN time for reading intervention while working to improve Tier I ELA instruction.
2. Our chronic absenteeism rate improved from 2023-2024 to 2024-2025, but we have more work to do. This year, we have continued to see improvement. We will continue to fund our attendance task force and host more Saturday Camps while advertising attendance incentives.
3. Our English Learners made progress last year. With so many new teachers, we need to provide more training on strategies for ELs. We will also begin the year with two after school tutoring groups; one for newcomers and one for long term ELs to prepare for the ELPAC.

School and Student Performance Data

Academic Performance English Language Arts

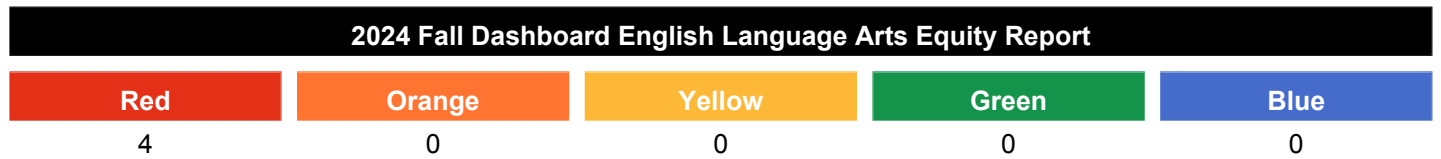
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This section provides number of student groups in each level.



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		
All Students  Red 78.6 points below standard Declined 5.1 points 313 Students	English Learners  Red 88.7 points below standard Declined 12.7 points 103 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 7 Students	Homeless  No Performance Color 159.2 points below standard Declined 33.7 points 20 Students	Socioeconomically Disadvantaged  Red 78.2 points below standard Declined 4.8 points 306 Students

Students with Disabilities  Red 135.5 points below standard Maintained 1.7 points 34 Students	African American  No Performance Color 94.0 points below standard Increased 28.7 points 19 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 78.6 points below standard Declined 9.0 points 262 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 69.6 points below standard Declined 14.1 points 20 Students

Conclusions based on this data:

1. In 2023–2024, this subgroup scored 135.5 points below standard in English Language Arts, the lowest of all reported groups. While performance slightly improved, the persistent gap signals a critical equity issue. Focused support, improved access to core instruction, and inclusive practices remain essential to address the needs of these students. More collaboration between general education and special education staff will help bridge the gaps for our students with disabilities.
2. Multiple subgroups—including All Students, English Learners, and Socioeconomically Disadvantaged students—remained in the Red performance band for English Language Arts. In response, the school implemented a comprehensive MTSS plan this year focused on intervention and support. Moving forward, increased emphasis must be placed on strengthening Tier I instruction to ensure all students access high-quality, grade-level teaching.
3. African American students, while still below standard, improved by 28.7 points in English Language Arts during 2023–2024. This growth suggests that some strategies in place are beginning to make an impact. Analyzing what worked for this subgroup may help replicate success across other underperforming groups such as Hispanic students.

School and Student Performance Data

Academic Performance Mathematics

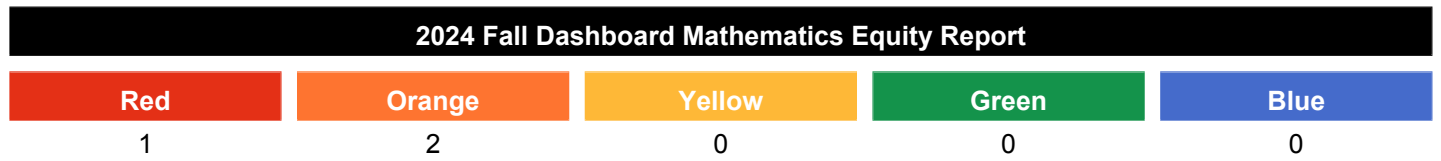
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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		
All Students  Orange 94.0 points below standard Declined 7.8 points 316 Students	English Learners  Red 99.6 points below standard Declined 8.0 points 105 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 7 Students	Homeless  No Performance Color 157.1 points below standard Declined 29.5 points 21 Students	Socioeconomically Disadvantaged  Orange 93.7 points below standard Declined 7.4 points 309 Students

Students with Disabilities  No Performance Color 147.9 points below standard Declined 22.3 points 34 Students	African American  No Performance Color 116.7 points below standard Maintained 1.7 points 19 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 90.8 points below standard Declined 6.4 points 265 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 101.1 points below standard Declined 27.0 points 20 Students

Conclusions based on this data:

1. All major student groups, including All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students, performed in the Orange or Red bands and declined in performance. For example, All Students scored 94 points below standard and declined by 7.8 points. These results indicate a schoolwide need to strengthen mathematics instruction and intervention.
2. English Learners scored nearly 100 points below standard and declined in performance, placing them in the Red performance band. This persistent gap signals a need for enhanced integrated and designated ELD strategies in math, along with scaffolding and academic language support to help English Learners access grade-level content.
3. Students with Disabilities scored 147.9 points below standard and declined by 22.3 points, while Homeless students declined by 29.5 points and scored 157.1 points below standard. These figures point to an urgent need for more intensive intervention, improved access to the core curriculum, and wraparound supports to address barriers to learning for these vulnerable student populations. This indicates, again, the need for more collaboration between SpEd teachers and gen ed teachers, and restructuring schedules to allow for more math SAI minutes for students in RSP.

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
 Orange	 No Performance Color
45.6% making progress.	making progress.
Number Students: 136 Students	Number Students: 0 Students

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
21.3%	33.1%	0%	45.6%

Conclusions based on this data:

- Only 45.6% of English Learners progressed at least one ELPI level, placing the school in the Orange performance band. This indicates that the majority of EL students are not making sufficient gains and suggests a need to strengthen both integrated and designated ELD instruction to accelerate language development.
- According to the data, 33.1% of students maintained a lower ELPI level, and 21.3% decreased one level—meaning over half of English Learners did not improve. These figures highlight a need for more targeted language supports, ongoing progress monitoring, and intervention for students who are stagnant or falling behind.
- The data shows that 0% of students maintained ELPI Level 4, indicating a potential gap in supporting students who reach higher levels of English proficiency. This suggests the need for continued academic language development, even for advanced ELs, to ensure they are prepared to reclassify and succeed in grade-level academic work.

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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This section provides number of student groups in each level.



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  Orange 48% Chronically Absent Declined 1.8 735 Students	English Learners  Orange 39.5% Chronically Absent Declined 2.2 223 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 40% Chronically Absent Declined 20.9 20 Students	Homeless  Orange 43.1% Chronically Absent Declined 15.1 72 Students	Socioeconomically Disadvantaged  Orange 47.8% Chronically Absent Declined 1.9 699 Students

Students with Disabilities  Red 52.2% Chronically Absent Increased 8.7 69 Students	African American  Orange 48.4% Chronically Absent Declined 1.6 62 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Orange 47% Chronically Absent Declined 2.9 602 Students
Two or More Races  No Performance Color 54.5% Chronically Absent Declined 15 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Red 54.5% Chronically Absent Increased 16.5 44 Students

Conclusions based on this data:

1. Nearly 48% of all students were chronically absent, placing the school in the Orange performance level. High rates are also seen across English Learners (39.5%), Socioeconomically Disadvantaged students (47.8%), and Homeless students (43.1%). These trends suggest that chronic absenteeism continues to impact a wide range of students and is closely tied to other indicators of equity and academic success.
2. Students with Disabilities had a 52.2% chronic absenteeism rate and were marked in the Red performance band with an increase of 8.7 percentage points from the previous year. Similarly, White students had a 54.5% chronic absenteeism rate with an increase of 16.5 points. These patterns point to a growing attendance crisis within specific subgroups, calling for targeted interventions, individualized supports, and closer engagement with families.
3. Although slight declines were recorded for All Students (-1.8), English Learners (-2.2), and African American students (-1.6), the reductions were minimal and insufficient to move any group out of the Orange or Red levels. This suggests that current strategies may need to be expanded or refined, with increased attention to early identification, family outreach, and positive attendance incentives.

School and Student Performance Data

Conditions & Climate Suspension Rate

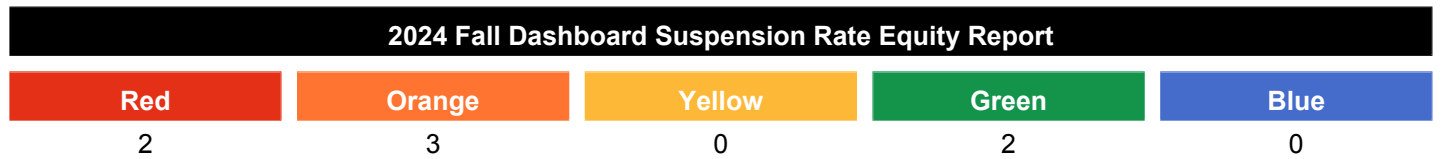
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students  Orange 3.1% suspended at least one day Increased 0.3% 766 Students	English Learners  Green 0.9% suspended at least one day Maintained 0% 228 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 13% suspended at least one day Declined 9.2% 23 Students	Homeless  Green 1.3% suspended at least one day Declined 2.1% 76 Students	Socioeconomically Disadvantaged  Orange 3.3% suspended at least one day Increased 0.4% 728 Students

Students with Disabilities  Red 12% suspended at least one day Increased 1.2% 75 Students	African American  Orange 6.3% suspended at least one day Declined 2.1% 63 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Orange 2.4% suspended at least one day Increased 0.3% 624 Students
Two or More Races  No Performance Color 8.3% suspended at least one day Increased 4.2% 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Red 6.1% suspended at least one day Increased 1.8% 49 Students

Conclusions based on this data:

1. The suspension rate for All Students rose to 3.1%, an increase of 0.3% from the previous year, placing the school in the Orange performance band. Notably, Students with Disabilities had the highest suspension rate at 12%, in the Red performance level. This highlights the need for continued efforts to reduce suspensions through preventative supports, especially for high-need populations.
2. Foster Youth and Homeless students showed improvement, with suspension rates declining by 9.2% and 2.1% respectively. However, African American (6.3%) and Socioeconomically Disadvantaged students (3.3%) continue to experience disproportionately higher suspension rates. These disparities indicate a need for continued equity-focused interventions that build student engagement, connection, and early behavior support systems.
3. With a 12% suspension rate and a 1.2% increase from the prior year, Students with Disabilities are being excluded from instruction at alarming rates. This trend points to the urgent need for comprehensive professional development for all teachers and support staff. Training should focus on creating emotionally safe classrooms, de-escalation techniques, trauma-informed care, and proactive strategies for managing dysregulation, especially for students with IEPs.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Cabot Yerxa will increase academic achievement through best first instruction and academic interventions to prepare students for college and career success.

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	Orange	70.5 points below standard	Increase 3 points	All	 Red	78.6 points below standard	Declined 5.1 points
	EL	Orange	73 points below standard	Increase 3 points	EL	 Red	88.7 points below standard	Declined 12.7 points
	Hisp	Yellow	66.7 points below standard	Increase 3 points	Hisp	 Red	78.6 points below standard	Declined 9.0 points
	AA		119.7 points below standard	Increase 3 points	AA	 No Performance Color	94.0 points below standard	Increased 28.7 points
	SED	Orange	70.5 points below standard	increase 3 points	SED	 Red	78.2 points below standard	Declined 4.8 points
	SWD	Orange	130.8 points below standard	Increase 3 points	SWD	 Red	135.5 points below standard	Maintained 1.7 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	83.1 points below standard	increase 3 points	All	 Orange	94.0 points below standard	Declined 7.8 points
	EL	Yellow	88.6 points below standard	increase 3 points	EL	 Red	99.6 points below standard	Declined 8.0 points
	Hisp	Yellow	81.4 points below standard	increase 3 points	Hisp	 Orange	90.8 points below standard	Declined 6.4 points
	AA		105 points below standard	increase 10 points				

Metric/Indicator	Expected Outcomes				Actual Outcomes																							
	<table><tr><td>SED</td><td>Yellow</td><td>83.3 points below standard</td><td>increase 3 points</td></tr><tr><td>SWD</td><td></td><td>122.5 points below standard</td><td>increase 3 points</td></tr></table>				SED	Yellow	83.3 points below standard	increase 3 points	SWD		122.5 points below standard	increase 3 points	<table><tr><td>AA</td><td> No Performance Color</td><td>116.7 points below standard</td><td>Maintained 1.7 points</td></tr><tr><td>SED</td><td> Orange</td><td>93.7 points below standard</td><td>Declined 7.4 points</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>147.9 points below standard</td><td>Declined 22.3 points</td></tr></table>				AA	 No Performance Color	116.7 points below standard	Maintained 1.7 points	SED	 Orange	93.7 points below standard	Declined 7.4 points	SWD	 No Performance Color	147.9 points below standard	Declined 22.3 points
SED	Yellow	83.3 points below standard	increase 3 points																									
SWD		122.5 points below standard	increase 3 points																									
AA	 No Performance Color	116.7 points below standard	Maintained 1.7 points																									
SED	 Orange	93.7 points below standard	Declined 7.4 points																									
SWD	 No Performance Color	147.9 points below standard	Declined 22.3 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 - 22%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 13.16%																							
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Green</td><td>59%</td><td>increase 3 points</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	59%	increase 3 points	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Orange</td><td>45.6%</td><td>2 10</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	 Orange	45.6%	2 10				
	Color	DFS/Percentage	Change																									
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English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate 16% of students will be designated RFEP.				English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rates by Grade Level: TK - 0% K - 0% 1 - 1.1% 2 - 1.2% 3 - 0.8% 4 - 5.8% 5 - 5.9%																							
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) based on the 23-24 SBAC 18% will score at or above the state benchmark in ELA. The subgroups are as follows: EL 5% Hispanic 16% African American 31 % SWD 5%				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) based on the 23-24 SBAC 16.94% will scored at or above the state benchmark in ELA. The subgroups are as follows: EL 9.09% Hispanic 17.75% African American No Data SWD 0%																							

Metric/Indicator	Expected Outcomes	Actual Outcomes
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
Cabot Yerxa will continue to improve instruction and focus on student learning by moving toward becoming a model professional learning community school. Cabot Yerxa will improve standards based Tier 1 instruction through structured collaboration during which teams will identify essential standards, develop common formative assessments, monitor student mastery, and determine next steps for intervention. By partnering with a Solution Tree associate, we will develop the four pillars of a PLC, and meet the needs of our diverse learning population to improve student achievement. Our focus this first year will be on ELA standards and targets. Success of this goal will be measured by Star Reading scores, CORE Phonics assessment scores, summative assessments for each standard, and CAASPP scores for 3rd, 4th and 5th grades. UPDATE:	Cabot Yerxa worked with an associate from Solution Tree. Three and one-half of the days were full day professional development with the associate in the cycle of inquiry PLC process. The associate presented to the entire instructional staff on one half day, and on the last day, each grade level team met with the associate for 90 minutes to answer questions and get feedback on their professional learning team processes. Supplemental materials for reading and math instruction were purchased, such as UFLI for reading intervention, materials for reading centers, and materials for math counting collections.	Cost for one year of partnership with a Solution Tree Associate 5800: Professional/Consulting Services And Operating Expenditures Title I 25000	Cost for one year of partnership with a Solution Tree Associate 5800: Professional/Consulting Services And Operating Expenditures Title I 26500
		Supplies to support classroom instruction and intervention in both reading and math 4000-4999: Books And Supplies Title I 12000	Supplies to support classroom instruction and intervention in both reading and math 4000-4999: Books And Supplies Title I 9000
		Substitute teachers will be provided so that classroom teachers can attend professional development and planning days with their grade level teams and vertical teams in alignment with our professional learning community initiative. 1000-1999: Certificated Personnel Salaries Title I 15020	Substitute teachers will be provided so that classroom teachers can attend professional development and planning days with their grade level teams and vertical teams in alignment with our professional learning community initiative. 1000-1999: Certificated Personnel Salaries Title I 15000
		Extra duty pay will be provided for teachers who attend professional	Extra duty pay will be provided for teachers who attend professional

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
After data review with both School Site Council and the Guiding Coalition, it was determined that we will add a 5th day to our professional development plan with Solution Tree to ensure that all instructional staff understands the pillars of a professional learning community. Instruction needs to be more intentional with instruction and the corresponding activities matching the Depth of Knowledge levels of the standards and the test questions addressing those standards. It was also determined that teachers need more time to unpack standards, develop common formative assessments, analyze data, and determine best strategies to support English learners, Students with Disabilities, as well as all students, during instruction and assignments. After the Action Planning Days in September and October, it was determined that more Instructional materials, such as whiteboard markers, mini whiteboards, math and reading manipulatives, as well as visual aides to support English learners will be necessary to promote student success.	Our guiding coalition had subs each time they met with the associate from Solution Tree. Grade level teams also had planning days to plan best first instruction. Our Guiding Coalition met once per month to monitor the implementation of our PLC initiative. Our instructional and literacy coaches held Coaches' Corner professional development after school, and grade levels could request extra duty pay for extending collaboration meetings three times per year. Ink/toner was purchased, as well as a printer and a part to repair a printer	development or planning time outside of contract hours to increase scores in reading and math, and for our Guiding Coalition to meet monthly to plan implementation of our PLC initiative. 1000-1999: Certificated Personnel Salaries Title I 16758 Purchase of document cameras, LCD projector/bulbs, ink/toner, printers used for instruction and to provide materials for professional development 4000-4999: Books And Supplies LCFF 4000	development or planning time outside of contract hours to increase scores in reading and math, and for our Guiding Coalition to meet monthly to plan implementation of our PLC initiative. 1000-1999: Certificated Personnel Salaries Title I 16535 Purchase of document cameras, LCD projector/bulbs, ink/toner, printers used for instruction and to provide materials for professional development 4000-4999: Books And Supplies LCFF 3900
Cabot Yerxa will provide enrichment opportunities for students to attend during the regular school day and beyond to support instruction. This may include opportunities for students	We held a career day, and materials for that were paid for through this fund. All of the field trips that students took this year were free.	Enrichment opportunities that include local, cultural integration, college and career readiness	Enrichment opportunities that include local, cultural integration, college and career readiness

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to visit College campuses for 3rd, 4th and 5th grade students, and field trips that align with state standards Cabot Yerxa staff and teachers will organize a career day on campus using various materials to promote college and career readiness. Success in this goal will be measured by increased scores on Star data in reading and math as students become more engaged in college and career goals and begin to examine their futures.		5800: Professional/Consulting Services And Operating Expenditures LCFF 5000	5800: Professional/Consulting Services And Operating Expenditures LCFF 1000
Each year, several students who are new to the United States enroll in Cabot Yerxa. These "newcomer" students need support with English vocabulary so that they can communicate and learn to read in English, as well as become successful in math. Two bilingual paraprofessionals will be funded an extra 30 minutes each per day to work with these students and support them throughout the year under the guidance of their classroom teachers and our instructional coach.	Two bilingual paraprofessionals who are paid 5.75 hours by the district, were paid extra time to stay at Cabot and work with new English Learner students in kindergarten through 5th grade on vocabulary for school success.	Wages and fringe benefits 2000-2999: Classified Personnel Salaries Title I 16886	Wages and fringe benefits 2000-2999: Classified Personnel Salaries Title I 16886
Cabot Yerxa Elementary School will provide teachers and students with the software resources they need to support classroom instruction. We will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons as well as the development of	Cabot Yerxa did not purchase Lumos or SeeSaw this year, as we had many new teachers and did not want to overwhelm them. We did purchase Simplify Writing. Teachers did like the grammar component of this program, but we will not continue with this.	Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures Title I 5000	Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures Title I 5000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
common formative assessments for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement and achievement. The purchases may include but are not limited to SeeSaw, to be used for reading fluency practice and collaborative reading assignments, and Lumos to create common formative assessments in reading and math that mirror the SBAC. Success of this goal will be measured by Star reading and math scores, as well as CAASPP scores in reading and math.			
We will build the capacity of our instructional staff by providing funding for them to attend professional conferences, such as Solution Tree PLC conference and Kagan, that support implementation of standards, increased rigor, and addressing the high needs of all students, particularly African American and Students with Disabilities, in reading and math. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences. This goal will be measured and monitored by student scores on Star in reading and math throughout the year. UPDATE:	All members of our guiding coalition, three other teachers and both admin attended the Solution Tree Conference. Kagan materials were purchased, as well. Books were purchased for the Guiding Coalition, as well as supplies and materials to support their instructional plans that were created as part of our PLC initiative.	Conference fees, travel expenses, hotel costs 5000-5999: Services And Other Operating Expenditures Title I 43575 Materials and supplies to be used by the Guiding Coalition to build the capacity of their teams by providing professional development on the Solution Tree PLC model, and to be used by grade level teams to develop and provide high level instruction for students. 4000-4999: Books And Supplies Title I 5359	Conference fees, travel expenses, hotel costs 5000-5999: Services And Other Operating Expenditures Title I 50000 Materials and supplies to be used by the Guiding Coalition to build the capacity of their teams by providing professional development on the Solution Tree PLC model, and to be used by grade level teams to develop and provide high level instruction for students. 4000-4999: Books And Supplies Title I 5000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
After data review with SSC and the Guiding Coalition, it was determined that more materials to support English learner engagement through Kagan materials. Only 45.8% of our English learners scored proficient on the ELPAC.			
Kindergarten students will receive increased small group instruction and intervention with the funding of extra time for the kindergarten aides. This additional time will allow each of the aides to work with students who are working below grade level. This will be measured by kindergarten student scores on ESGI and ELPAC.	Two bilingual paraprofessionals who are paid 5.75 hours by the district, were paid extra time to stay at Cabot and support the kindergarten classes for the full day.	Additional wages and benefits 2000-2999: Classified Personnel Salaries Title I 8494	Additional wages and benefits 2000-2999: Classified Personnel Salaries Title I 8494

Analysis

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

During the 2024–2025 school year, Cabot Yerxa partnered with a Solution Tree associate to deepen implementation of the Professional Learning Community (PLC) cycle of inquiry. This included three and a half days of professional development, with full-day trainings for the guiding coalition and grade-level teams, a half-day session for the full instructional staff, and 90-minute feedback sessions with each grade level. Supplemental instructional materials were purchased to support reading and math, including UFLI for reading intervention, resources for reading centers, and materials for math counting collections. The guiding coalition met monthly to monitor PLC implementation, with substitute coverage provided during sessions with the associate. Grade-level teams also received planning days for first-best instruction. Instructional and literacy coaches facilitated ongoing support through after-school Coaches' Corner sessions, and teachers could receive extra duty pay for extended collaboration up to three times annually. Additional site resources included the purchase of printer supplies and maintenance parts. This work has built teacher capacity around quality instruction, which has been vital for our new teachers. Overall effectiveness: all grade level teams selected essential ELA standards based on a protocol given to us by Solution Tree. Throughout the year, the teams unpacked the standards to targets, determined the depth of knowledge level of the targets, and created common formative assessments for the targets. SMART goals were developed, the targets were taught, and data was collected from the common formative assessments. Based on the data, intervention and extension lessons were created for students at each level. Our Star CBM (district benchmark) data shows that over 60% of our students made growth on the Star CBM which measures oral reading fluency. The BPST assessment was used with our intervention students, which measures knowledge in phonics, blending, and syllabication. The results of this test showed that all students receiving reading intervention grew by a minimum of 10%.

Two bilingual paraprofessionals, whose core hours are funded by the district, were provided additional paid time through site funds to support newcomer English Learner students in grades K–5, as well as to have extra time to support the kindergarten classes. Their focus was on building foundational academic vocabulary

and language skills needed for school success. Since four out of five of our kindergarten teachers were new teachers this year, having the experienced paraprofessionals in the classrooms helped build the structure and routines during intervention time that were necessary. With the support of the paraprofessionals, the kindergarten students who were "newcomers" increased their scores in ESGI (a benchmark assessment for kindergarten) by 13% on average overall.

Attending the Solution Tree PLC conference helped our Guiding Coalition understand the vision of a model PLC school. Including other influential teachers in the conference in June will help solidify this initiative as part of our culture. Five members of our Guiding Coalition and one teacher attended the conference in July 2024, and the other members, as well as two other teachers, will attend June 2025. As a result, 100% of our grade level teams are participating in the PLC cycles of inquiry.

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

Since we originally scheduled 4 days with the associate from Solution Tree, and the company raised their prices, when we scheduled the fifth day, the price had gone up by \$1500. The cost of the conference increased, as well, and we were able to move funds from the field trips allocation and the increased Title I allocation to send more teachers to the Solution Tree Conference.

Although we allocated funds for college trips for our students, teachers opted to go on field trips that aligned with their state standards, which were free in our area. We attempted to schedule a college tour to the University of Redlands in the spring. We were not able to schedule time for our students to attend this trip due to the times available for the tours and our assessment schedule in the spring.

Money from the materials and supplies and field trip budgets was moved to cover the extra cost of the Solution Tree Conference and Associate.

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.

This year, we will only do two check ins with the associate from Solution Tree, as the professional development for our Guiding Coalition is complete. He will work with grade level teams as they engage in their collaboration to refine the protocols. More staff will attend the Solution Tree Conference. Although behavior continues to be a challenge, we will discontinue our work with Navigating Behavior Change and admin will attend the Conscious Discipline institute. Conscious Discipline books will be purchased for teachers and other staff to do a book study.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Educational Partner Input Processes	Parent Participation in Educational Partner Input Processes - 200 will participate	Parent Participation in Educational Partner Input Processes - 107
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 100% responded favorably English Learner (EL) 100% responded favorably Hispanic (Hisp) 100% responded favorably African American (AA) 100% responded favorably	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 95% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 99% responded favorably African American (AA) No responses recorded for this subgroup
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - 100% responded favorably	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 72% responded favorably Hispanic (Hisp) - 73% responded favorably African American (AA) - 67%
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 -300	Number of Parent Attendees attending 1 or more site/parent center sponsored events -300

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cabot Yerxa will provide training, outreach and informational meetings and activities at parent/family events. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, history, parenting, social emotional well being. All of our activities will target family and community connectedness in order to support the whole child as measured by the Panorama survey for families.	Cabot Yerxa hosted two literacy nights, a math night, an SEL night, as well as fun family activities to promote family connectedness. However, we did not host all of the nights we had planned due to lack of staff involvement and planning.	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2908	Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1000
To build community connections, members of various student groups will serve as CY ambassadors by attending local events such as sports contests and drone and robotics competitions. Connectedness will be measured by the Panorama survey	Shirts were purchased for students on our athletic teams	Shirts or other materials to promote our students in the community at large. 4000-4999: Books And Supplies LCFF 500	Shirts or other materials to promote our students in the community at large. 4000-4999: Books And Supplies LCFF 500

Analysis

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

Cabot Yerxa hosted two literacy nights, a math night, an SEL night, as well as fun family activities to promote family connectedness. However, we did not host all of the nights we had planned due to lack of staff involvement and planning. Our current Panorama data was fairly high in family connectedness, but we declined in the families' views on our school's support for academic learning. We need to host more academic support events. We will hold monthly meetings of the Events Task Force. Each month, events for the following month will be planned in order to utilize funds more efficiently.

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

We did not use all of the Title 1 Part A funds allocated for the family event nights. Our events task force did not plan events early enough to order the items through this fund, so our existing purchase orders were used instead. We will hold monthly meetings of the Events Task Force. Each month, events for the following month will be planned in order to utilize funds more efficiently.

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.

This year, we will allocate funds to focus more on support for academic learning. Although attendance for academic nights is low, if we combine the academics with fun activities for families, we can increase attendance.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95%				Student Attendance Rates All Students (ALL) - 89.3% (as of May 2, 2025)			
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	Yellow	46.8%	Declined Significantly 3%	All	 Orange	48% Chronically Absent	Declined 1.8
	EL	Yellow	38.6%	Declined Significantly 3%	EL	 Orange	39.5% Chronically Absent	Declined 2.2
	Hisp	Yellow	46.9%	Declined Significantly 3%	Hisp	 Orange	47% Chronically Absent	Declined 2.9
	AA	Yellow	47%	Declined Significantly 3%	AA	 Orange	48.4% Chronically Absent	Declined 1.6
	SED	Yellow	46.7%	Declined Significantly 3%	SED	 Orange	47.8% Chronically Absent	Declined 1.9
	SWD	Orange	42.5%	Declined 1%	SWD	 Red	52.2% Chronically Absent	Increased 8.7
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	1.8% suspended at least one day	Declined 1%	All	Orange	3.1% suspended at least one day	Increased 0.3%
					EL	Green	0.9% suspended at least one day	Maintained 0%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Green	.4% suspended at least one day	Declined .5%	Hisp	Orange	2.4% suspended at least one day	Increased 0.3%
	Hisp	Yellow	1.1% suspended at least one day	Declined 1%	AA	Orange	6.3% suspended at least one day	Declined 2.1%
	AA	Orange	6.5% Suspended at least one day	Declined 2%	SED	Orange	3.3% suspended at least one day	Increased 0.4%
	SED	Yellow	1.9% Suspended at least one day	Declined 1%	SWD	Red	12% suspended at least one day	Increased 1.2%
	SWD	Orange	9.8% Suspended at least one day	Declined 1%				
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 94% responded favorably AA: 93% Hisp: 94%				Panorama Survey - School Safety All Students: 59% responded favorably Hisp: 60% responded favorably AA : 41% responded favorably White: 62% responded favorably			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) None English Learner (EL) None Hispanic (Hisp) None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None				Expulsion Rates All Students (ALL) None English Learner (EL) None Hispanic (Hisp) None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 72% responded favorably EL: 75% responded favorably Hisp: 70% responded favorably AA: 72% responded favorably SPED: 97% responded favorably				Panorama Survey - School Connectedness All students: 65% responded favorably EL: 65% responded favorably Hisp: 66% responded favorably AA: 60% responded favorably SPED: 66% responded favorably			
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
Cabot Yerxa will continue to work on the social emotional well-being of all students. In order to achieve this, the following will be in place: A dedicated 20 minutes each day to social emotional learning. During this time, Second Step lessons will be taught and other content will be covered to allow our students to be more present emotionally, thus increasing their academic abilities. A Mindfulness Room will continue to be used to allow students a safe place to regroup and also provide structured reflection time for those unable to participate in recess or other classroom events. As a PBIS school, we will provide a continuum of positive behavior support for all students in areas including the classroom and non-classroom settings (such as hallways, and restrooms). Attention will be focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.	Cabot Yerxa implemented all planned actions to support students' social-emotional well-being. Classrooms held daily SEL lessons using Second Step, and the Mindfulness Room provided a space for emotional regulation and reflection. As a PBIS school, behavioral supports were in place across all settings. Supplies were purchased to support SEL, including the Zones of Regulation digital curriculum for each teacher.	Materials and supplies for classrooms, Mindfulness Room, counselor, therapist, psychologist, PBIS materials, 4000-4999: Books And Supplies LCFF 4000	Materials and supplies for classrooms, Mindfulness Room, counselor, therapist, psychologist, PBIS materials, 4000-4999: Books And Supplies LCFF 4000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplies and materials will be purchased to help support the social emotional and behavioral needs of all students.			
Cabot Yerxa will work with students and families to address attendance using the following strategies: hold assemblies throughout the year to recognize students for their academic growth and improved attendance, offer monthly rewards and incentives for students who improve their attendance, form an attendance team to monitor student attendance and hold SART meetings to provide support to families and students to help them move out of the chronic absentee category. This will be measured by the chronic absenteeism rates throughout the year.	Cabot Yerxa implemented all planned attendance initiatives, including monthly incentives, assemblies, Saturday Camp, and regular SART meetings. An Attendance Task Force met to monitor data and develop strategies to reduce chronic absenteeism.	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 3000	Attendance and academic incentives 4000-4999: Books And Supplies LCFF 1920
		Extra duty pay for certificated staff who are part of the attendance team to hold SART meetings and monitor student data outside of contract hours 1000-1999: Certificated Personnel Salaries LCFF 956	Extra duty pay for certificated staff who are part of the attendance team to hold SART meetings and monitor student data outside of contract hours 1000-1999: Certificated Personnel Salaries LCFF 898
Cabot Yerxa will improve the students' feeling of school connectedness and meet their social/emotional needs by providing a Wellness Center for them to go to when they feel anxious or need to talk to a trusted adult. We will also promote safety on campus by supporting students who are dysregulated and are displaying escalated behaviors learn better ways to handle their emotions. Two Paraprofessional	Cabot Yerxa implemented all planned attendance initiatives, including monthly incentives, assemblies, Saturday Camp, and regular SART meetings. An Attendance Task Force met to monitor data and develop strategies to reduce chronic absenteeism.	Individual to support Solutions Room and students struggling to maintain 2000-2999: Classified Personnel Salaries LCFF 135957	Individual to support Solutions Room and students struggling to maintain 2000-2999: Classified Personnel Salaries LCFF 135957

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Behavior (one to be the Solutions Room Supervisor) will be hired to work with all students, but a stronger emphasis will be with Tier II Behavior Intervention Students. The Solution's Room Supervisor will be integral in establishing Check-in and Check-out Systems with targeted students, as well as supporting other behavior support plans. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction. Both behavior paraprofessionals will also provide supervision to students needing a break from their classroom and also provide alternate recess to those unable to be on the playground to prevent altercations that result in suspensions. The success of this goal will be measured by the students' responses on the Panorama survey to questions about safety and school connectedness, and by suspension data.			
Cabot Yerxa will meet the social/emotional and mental health needs of our students throughout the year. A licensed therapist to work with students and their families 2 1/2 days per week will be provided. The therapist will provide individual sessions to target the social and emotional needs of the student. Supports will be put into place to assist the	The licensed mental health therapist was funded for the 2024-2025 school year.	Target social emotional needs 2000-2999: Classified Personnel Salaries LCFF 79330	Target social emotional needs 2000-2999: Classified Personnel Salaries LCFF 79330

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
student in the classroom and at home, thus allowing for more successes in behaviors and academics. The success of this goal will be measured by the students' responses on the Panorama survey to questions about school connectedness, suspension data and chronic absenteeism data.			
Cabot Yerxa will ensure students are safe while on the playground as measured by the questions on the Panorama survey that address safety, as well as suspension data. An additional supervision aide will be provided. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.	Cabot Yerxa funded an extra supervision aide to help with school safety.	Increase in supervision aide staff 2000-2999: Classified Personnel Salaries LCFF 18981	Increase in supervision aide staff 2000-2999: Classified Personnel Salaries LCFF 18981

Analysis

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

Cabot Yerxa implemented all planned actions to support the social-emotional well-being of students. Each classroom dedicated 20 minutes daily to social-emotional learning using Second Step lessons and other resources focused on emotional regulation and student readiness to learn. The school's Mindfulness Room remained in operation throughout the year, offering students a structured, supportive environment for emotional regrouping and behavior reflection. As a PBIS school, a full continuum of behavioral supports was provided across all settings, including schoolwide expectations, targeted classroom interventions, and individualized support plans. Supplies and materials were purchased to reinforce social-emotional learning and behavioral support efforts across the campus. We also purchased the Zones of Regulation digital curriculum for each teacher. This curriculum teaches students to identify emotions and strategies to help regulate their emotions. Teachers also received training from Navigating Behavior Change to help them build strategies to improve behavior. This program was not as successful as we had hoped because of the virtual platform.

Cabot Yerxa fully implemented its planned attendance initiatives during the 2024–2025 school year. In addition, an Attendance Task Force met regularly to develop, implement, and monitor attendance incentives and strategies. Assemblies were held to recognize students for academic growth and improved attendance, and monthly rewards were provided to students demonstrating consistent or improved attendance. The school also hosted Saturday Camp sessions to support attendance recovery. The attendance team monitored data closely and conducted SART meetings with families of chronically absent students to identify barriers and provide individualized support. These efforts were tracked through ongoing analysis of chronic absenteeism rates throughout the year. Currently, our chronic absenteeism rate has decreased by 6.78% from 2023-2024.

Cabot Yerxa implemented the planned strategy to support student connectedness and emotional regulation by fully funding two behavior paraprofessionals during the 2024–2025 school year. One served as the Solutions Room Supervisor, managing check-in/check-out systems and implementing individualized behavior support plans for Tier II students. Both paraprofessionals worked closely with students who exhibited dysregulated or escalating behaviors, providing structured breaks, alternate recess/lunch reflection, and supervision to help students successfully re-engage in instruction. As of May 2025, our suspension rate has declined 0.348% from last year.

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

We did not spend all of the money allocated for attendance rewards. We had \$1010 left because we did not hold monthly attendance award ceremonies since we discovered that the loss of instructional time outweighed the benefit. Instead, we did weekly perfect attendance rewards for classes with perfect attendance that week.

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.

Since we are still seeing many students who struggle with dysregulation, we will begin the implementation of Conscious Discipline by attending the Conscious Discipline institute in July, and purchasing the books for staff in an attempt to reduce our suspension rate more. We will also structure the continued implementation of the Zones of Regulation.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Cabot Yerxa will increase academic achievement through best first instruction and academic interventions to prepare students for college and career success.

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. Strengthen Tier I instruction in ELA and Math

All Students scored 78.6 points below standard in ELA and 94 points below standard in Math, both within the red or orange performance bands. These outcomes indicate that Tier I instruction needs to be more rigorous, aligned to standards, and universally accessible to close achievement gaps. Continued implementation of our PLC initiative will provide the structure for data collection and analysis of student performance on essential standards in reading and math.

2. Provide targeted support for Students with Disabilities

Students with Disabilities performed the lowest among all subgroups, scoring 135.5 points below standard in ELA and 147.9 points below standard in Math, both in the red performance level. These students require enhanced inclusive practices, differentiated instruction, and consistent access to interventions. Student with Disabilities is one of the subgroups that is in ATSI status in all areas.

3. Improve academic outcomes for English Learners

English Learners scored 88.7 points below standard in ELA and 99.6 points below standard in Math, with a decline of 12.7 points in ELA and 8.0 points in Math. Only 45.6% of English Learners progressed at least one ELPI level, placing the school in the orange performance band for the English Learner Progress Indicator. This subgroup needs improved designated and integrated ELD instruction and language supports across all content areas.

4. Close equity gaps for Homeless and Socioeconomically Disadvantaged students

Homeless students scored 159.2 points below standard in ELA and 157.1 points below standard in Math, both with declining performance. Socioeconomically Disadvantaged students scored 82.8 points below standard in ELA and 97.3 points below standard in Math, also declining in both areas. These trends reveal a need for additional academic, attendance, and social-emotional supports for vulnerable populations.

5. Expand intervention systems for students not showing growth

Several groups, including English Learners and Students with Disabilities, declined in performance across both subjects. Growth monitoring systems must be strengthened to ensure struggling students are identified early and provided timely academic intervention.

6. Increase access to academic language development in all content areas

The lack of English Learner progress and the overall low ELA performance suggest that students may be struggling with academic vocabulary and language structures. Instruction must include intentional language development strategies integrated into all subject areas.

7. Enhance teacher capacity through coaching and collaboration

Widespread underperformance suggests a need for continued professional learning. Teachers need access to high-quality instructional coaching, lesson studies, and collaboration time focused on effective Tier I strategies and Universal Design for Learning to meet the needs of diverse learners. With so many new teachers on our staff, this is an important need to address.

SMART Goals:

ELA: By June of 2026, 20% K - 2 students at Cabot Yerxa will be in the green band as measured by the Star Early Literacy spring assessment, and 20% of 3-5 students will be in the green band as measured by the Star Reading spring assessments.

Math: By the end of the 2025-2026 school year, each grade level will reduce the percentage of students scoring in "urgent intervention" by 15% as measured by a comparison of the fall beginning of year and spring end of year Star math test.

English Learners: By June of 2026, the number of EL students that increase at least one ELPI level will increase by 5% over the previous year.

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	 Red	78.6 points below standard	Declined 5.1 points	All	Yellow	69.6 points below standard	Increased 9 points
	EL	 Red	88.7 points below standard	Declined 12.7 points	EL	Orange	80.7 points below standard	Increased 8 points
	Hisp	 Red	78.6 points below standard	Declined 9.0 points	Hisp	Yellow	69.6 points below standard	Increased 9 points
	AA	 No Performance Color	94.0 points below standard	Increased 28.7 points	AA	Orange	85 points below standard	Increased 9 points
	SED	 Red	78.2 points below standard	Declined 4.8 points	SED	Yellow	69.2 points below standard	Increased 9 points
	SWD	 Red	135.5 points below standard	Maintained 1.7 points	SWD	Orange	120 points below standard	Increased 15.5 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	94.0 points below standard	Declined 7.8 points	All	Orange	84 points below standard	Increased 10 points

Metric/Indicator	Baseline				Expected Outcome			
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	 Red	99.6 points below standard	Declined 8.0 points	EL	Orange	89.6 points below standard	Increased 10 points
	Hisp	 Orange	90.8 points below standard	Declined 6.4 points	Hisp	Orange	80.8 points below	Increased 10 points
	AA	 No Performance Color	116.7 points below standard	Maintained 1.7 points	AA	Orange	106.7 points below standard	Increased 10 points
	SED	 Orange	93.7 points below standard	Declined 7.4 points	SED	Orange	83.7 points below standard	Increased 10 points
	SWD	 No Performance Color	147.9 points below standard	Declined 22.3 points	SWD	Orange	137.9 points below standard	Increased 10 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 - 17.47%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 22%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Orange	45.6%	2 10		English Learner Progress Indicator	Orange	50.6% Increased 5%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate 3rd Grade: 6.1% of students are designated RFEP. 4th Grade: 10.8% of students are designated RFEP. 5th Grade: 15.9% of students are designated RFEP.				English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate 16% of students will be designated RFEP.			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) 16% will score at or above the state benchmark in ELA. The subgroups are as follows:				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) based on the 23-24 SBAC 18% will score at or above the state benchmark in ELA. The subgroups are as follows: EL 5%			

Metric/Indicator	Baseline	Expected Outcome
	EL 3% Hispanic 14% African American 28% SWD 3%	Hispanic 16% African American 31 % SWD 5%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Cabot Yerxa will strengthen Tier I instruction and collaboration by providing targeted professional development opportunities. Staff will attend conferences such as Solution Tree's PLC training and participate in follow-up sessions with an associate from Solution Tree to deepen implementation of the PLC process. The school also plans to offer on-site training in engagement strategies, such as Kagan Cooperative Learning, with stipends available for participating teachers. These learning opportunities are designed to enhance instructional practices that increase access to grade-level content, particularly benefiting English Learners through structured academic talk and vocabulary development, and supporting Students with Disabilities through inclusive, scaffolded strategies that promote classroom participation and engagement. Substitute teachers and extra duty pay will be provided to allow for teachers to engage in action planning days, data days, collaborative planning time, instructional rounds, and coaches corners where they will learn new skills to support diverse learners, such as English learners and students with disabilities. Success of this strategy will be measured by attendance at the trainings, observation of teachers implementing the instructional strategies learned, improved outcomes for all students, but especially English learners and students with disabilities.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
Instructional coach
Literacy coach
Guiding Coalition
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	38000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Attend conferences and professional development
Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for teachers to attend professional development on non-school days
Amount	15020
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers will be provided so that classroom teachers can attend professional development and planning days with their grade level teams and vertical teams in alignment with our professional learning community initiative.
Amount	16758
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay will be provided for teachers who attend professional development or planning time outside of contract hours to increase scores in reading and math, and for our Guiding Coalition to meet monthly to plan implementation of our PLC initiative.
Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of document cameras, LCD projector/bulbs, ink/toner, printers used for instruction and to provide materials for professional development

Amount	6985
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of instructional materials to support instruction and intervention

Strategy/Activity 2

Cabot Yerxa will provide enrichment opportunities for students to attend during the regular school day and beyond to support instruction. This may include opportunities for students to visit College campuses for 3rd, 4th and 5th grade students, and field trips that align with state standards Cabot Yerxa staff and teachers will organize a career day on campus using various materials to promote college and career readiness. Success in this goal will be measured by increased scores on Star data in reading and math as students become more engaged in college and career goals and begin to examine their futures.

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Enrichment opportunities that include local, cultural integration, college and career readiness

Strategy/Activity 3

Each year, several students who are new to the United States enroll in Cabot Yerxa. These "newcomer" students need support with English vocabulary so that they can communicate and learn to read in English, as well as become successful in math. A bilingual paraprofessional will be funded an extra 75 minutes per

day to work with these students and support them throughout the year under the guidance of their classroom teachers and our instructional coach. Success of this strategy will be measured by the summative ELPAC, as well as reading and math assessments in Renaissance Star.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

07-01-2025 -
06-30-2026

Person(s) Responsible

CYES Principal
CYES Assistant Principal
CYES Teachers
CYES Instructional Coach
CYES Bilingual Paraprofessional

Proposed Expenditures for this Strategy/Activity

Amount

13551

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Wages and fringe benefits

Strategy/Activity 4

Cabot Yerxa Elementary School will provide teachers and students with the software resources they need to support classroom instruction. We will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons as well as the development of common formative assessments for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement and achievement. The purchases may include but are not limited to SeeSaw, to be used for reading fluency practice and collaborative reading assignments, and Lumos to create common formative assessments in reading and math that mirror the SBAC. Success of this goal will be measured by Star reading and math scores, as well as CAASPP scores in reading and math.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff
Community Members

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licensing rights, software, online programs

Strategy/Activity 5

Kindergarten students will receive increased small group instruction and intervention with the funding of an extra 75 minutes per day for a bilingual paraprofessional kindergarten aide. This additional time will allow time for the aide to work with students who are working below grade level. This will be measured by kindergarten student scores on ESGI and ELPAC.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
CYES Kindergarten Teachers
CYES Kindergarten Aides
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	12313
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional wages and benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

- 1. Because our climate survey results declined for families, we need to ensure our families feel connected. We will find ways to connect families to school and build positive partnerships between school and home.
 - 2. Hold events that promote topics such as: social emotional well-being, technology usage, social media, and academics, college readiness.
- SMART Goal: Increase overall parent/guardian/caregiver engagement by 20% through enhanced communication, workshops, and volunteer opportunities, measured against 2024-2025 participation percentages

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Educational Partner Input Processes	Parent Participation in Educational Partner Input Processes - 107	Parent Participation in Educational Partner Input Processes - 200 will participate
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 95% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 99% responded favorably African American (AA) No responses recorded for this subgroup	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 100% responded favorably English Learner (EL) 100% responded favorably Hispanic (Hisp) 100% responded favorably African American (AA) 100% responded favorably

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 72% responded favorably Hispanic (Hisp) - 73% responded favorably African American (AA) - 67%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - 100% responded favorably
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 300	Number of Parent Attendees attending 1 or more site/parent center sponsored events -300

Planned Strategies/Activities

Strategy/Activity 1

Cabot Yerxa will provide training, outreach and informational meetings and activities at parent/family events. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, history, parenting, social emotional well being. All of our activities will target family and community connectedness in order to support the whole child as measured by the Panorama survey for families. The success of these activities will be measured by the family responses on the Panorama survey for school connectedness and how well they feel the school supports learning.

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	2887
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Strategy/Activity 2

To build community connections, members of various student groups will serve as CY ambassadors by attending local events such as sports contests and drone and robotics competitions. Connectedness will be measured by the student Panorama survey

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
Counselor
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Shirts or other materials to promote our students in the community at large.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

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.Reduce chronic absenteeism across all student groups

Chronic absenteeism remains high, with 48% of all students chronically absent. Subgroups such as Students with Disabilities (52.2%), African American students (48.4%), and Socioeconomically Disadvantaged students (47.8%) exceed 40%, indicating the need for intensive, tiered attendance interventions and family outreach.

2.Target attendance support for Students with Disabilities

Students with Disabilities had the highest chronic absenteeism rate (52.2%) and were the only subgroup with an increase (+8.7%). This subgroup needs individualized support plans and connection to social-emotional and academic services.

3.Reduce suspension rates, particularly for Students with Disabilities and African American students

Suspension rates rose slightly overall (3.1%), but Students with Disabilities had a 12% suspension rate (Red) and African American students had 6.3%. Targeted behavioral interventions, staff training, and restorative practices are needed.

4.Improve perceptions of school safety among African American students

Panorama survey data shows only 41% of African American students responded favorably to school safety questions, compared to 59% of all students. This highlights a need for intentional efforts to build trust and emotional safety for this group.

5.Improve school connectedness, especially for English Learners and Hispanic students

School connectedness survey results show only 61% of English Learners and 65% of Hispanic students responded favorably. Efforts should focus on inclusive practices, relationship-building, and student engagement.

6. Strengthen implementation of Tier I social-emotional and behavior supports

Given the high suspension and absenteeism rates, along with moderate school safety and connectedness scores, there is a need for more consistent and effective Tier I social-emotional practices across classrooms. Teachers need continued professional development in trauma-informed teaching and strategies that

help students recognize and regulate their emotions. Building teacher capacity in these areas will contribute to safer, more supportive learning environments and reduce behavior-related barriers to academic success.

SMART Goal: By June 2026, Cabot Yerxa Elementary will increase overall attendance from 91.91% to 93% and decrease chronic absenteeism from 46% to 44%.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates as of May 7, 2025 All Students (ALL) - 91.91% Chronic Absenteeism 48%	Student Attendance Rates All Students (ALL) - 95%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>48% Chronically Absent</td><td>Declined 1.8</td></tr><tr><td>EL</td><td>Orange</td><td>39.5% Chronically Absent</td><td>Declined 2.2</td></tr><tr><td>Hisp</td><td>Orange</td><td>47% Chronically Absent</td><td>Declined 2.9</td></tr><tr><td>AA</td><td>Orange</td><td>48.4% Chronically Absent</td><td>Declined 1.6</td></tr><tr><td>SED</td><td>Orange</td><td>47.8% Chronically Absent</td><td>Declined 1.9</td></tr><tr><td>SWD</td><td>Red</td><td>52.2% Chronically Absent</td><td>Increased 8.7</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	48% Chronically Absent	Declined 1.8	EL	Orange	39.5% Chronically Absent	Declined 2.2	Hisp	Orange	47% Chronically Absent	Declined 2.9	AA	Orange	48.4% Chronically Absent	Declined 1.6	SED	Orange	47.8% Chronically Absent	Declined 1.9	SWD	Red	52.2% Chronically Absent	Increased 8.7	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>44%</td><td>Decline 4%</td></tr><tr><td>EL</td><td>Orange</td><td>37.5%</td><td>Decline 2%</td></tr><tr><td>Hisp</td><td>Orange</td><td>45%</td><td>Decline 2%</td></tr><tr><td>AA</td><td>Orange</td><td>46.4%</td><td>Decline 2%</td></tr><tr><td>SED</td><td>Orange</td><td>45.8</td><td>Decline 2%</td></tr><tr><td>SWD</td><td>Red</td><td>50%</td><td>Decline 2.2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	44%	Decline 4%	EL	Orange	37.5%	Decline 2%	Hisp	Orange	45%	Decline 2%	AA	Orange	46.4%	Decline 2%	SED	Orange	45.8	Decline 2%	SWD	Red	50%	Decline 2.2%
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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>Orange</td><td>3.1% suspended at least one day</td><td>Increased 0.3%</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>Orange</td><td>2.4% suspended at least one day</td><td>Increased 0.3%</td></tr><tr><td>AA</td><td>Orange</td><td>6.3% suspended at least one day</td><td>Declined 2.1%</td></tr><tr><td>SED</td><td>Orange</td><td>3.3% suspended at least one day</td><td>Increased 0.4%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	3.1% suspended at least one day	Increased 0.3%	EL	Green	0.9% suspended at least one day	Maintained 0%	Hisp	Orange	2.4% suspended at least one day	Increased 0.3%	AA	Orange	6.3% suspended at least one day	Declined 2.1%	SED	Orange	3.3% suspended at least one day	Increased 0.4%	<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>2.6% suspended at least one day</td><td>Decreased 0.5%</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>Yellow</td><td>2.0% suspended at least one day</td><td>Decreased 0.4%</td></tr><tr><td>AA</td><td>Orange</td><td>5.0% suspended at least one day</td><td>Decreased 1.3%</td></tr><tr><td>SED</td><td>Yellow</td><td>2.9% suspended at least one day</td><td>Decreased 0.4%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	2.6% suspended at least one day	Decreased 0.5%	EL	Green	0.9% suspended at least one day	Maintained 0%	Hisp	Yellow	2.0% suspended at least one day	Decreased 0.4%	AA	Orange	5.0% suspended at least one day	Decreased 1.3%	SED	Yellow	2.9% suspended at least one day	Decreased 0.4%								
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Metric/Indicator	Baseline				Expected Outcome			
	SWD	Red	12% suspended at least one day	Increased 1.2%	SWD	Orange	10.5% suspended at least one day	Decreased 1.5%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 59% responded favorably AA: 41% Hisp: 60%				Panorama Survey - School Safety All students: 94% responded favorably AA: 93% Hisp: 94%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) None English Learner (EL) None Hispanic (Hisp) None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None				Expulsion Rates All Students (ALL) None English Learner (EL) None Hispanic (Hisp) None African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 65% responded favorably EL: 65% responded favorably Hisp: 66% responded favorably AA: 60% responded favorably SPED: 66% responded favorably				Panorama Survey - School Connectedness All students: 72% responded favorably EL: 75% responded favorably Hisp: 70% responded favorably AA: 72% responded favorably SPED: 97% responded favorably			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				Williams Facilities Inspection Results - 100%			

Planned Strategies/Activities

Strategy/Activity 1

Cabot Yerxa will continue to work on the social emotional well-being of all students. In order to achieve this, the following will be in place:

A dedicated 20 minutes each day to social emotional learning. During this time, Second Step lessons will be taught and other content will be covered to allow our students to be more present emotionally, thus increasing their academic abilities. A Mindfulness Room will continue to be used to allow students a safe place to regroup and also provide structured reflection time for those unable to participate in recess or other classroom events.

As a PBIS school, we will provide a continuum of positive behavior support for all students in areas including the classroom and non-classroom settings (such as hallways, and restrooms). Attention will be focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. The Zones of Regulation digital curriculum will be purchased to teach students to identify their emotions and what strategies will help them regulate.

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Psychologist
Therapist
Paraprofessional Behavior
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	10036
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for classrooms, student rewards, student awards,

Strategy/Activity 2

Through collaboration with the Guiding Coalition and School Site Council, Cabot Yerxa identified chronic absenteeism as a root cause impacting low student achievement in reading and math. Analysis showed that inconsistent attendance limits student access to core instruction and intervention, hindering academic growth. To address this, the school will implement a multi-faceted attendance strategy focused on prevention, recognition, and support. This includes continued use of an Attendance Task Force, SART meetings with families, attendance incentives, and Saturday Camp for attendance recovery. By increasing daily attendance rates, students will have more consistent access to instruction, ultimately supporting improved academic outcomes. Our office attendance clerk will focus one hour per day calling families with students in the white and students with disabilities subgroups to schedule SART meetings and will monitor their attendance. Our IEP specialist will let families know that during the IEPs of students with chronic absenteeism, we will discuss attendance and ways that our school can help remove barriers.

Students to be Served by this Strategy/Activity

☒	All
☒	Specific Student Groups: Students with Disabilities, White (ATSI for Chronic Absenteeism)

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Attendance Team
Counselor
FACES

Proposed Expenditures for this Strategy/Activity

Amount	3396
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Attendance and academic rewards
Amount	1700
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for certificated staff who are part of the attendance team to hold SART meetings and monitor student data outside of contract hours

Strategy/Activity 3

Cabot Yerxa will improve the students' feeling of school connectedness and meet their social/emotional needs by providing a Wellness Center for them to go to when they feel anxious or need to talk to a trusted adult. We will also promote safety on campus by supporting students who are dysregulated and are displaying escalated behaviors learn better ways to handle their emotions. Two Paraprofessional Behavior (one to be the Solutions Room Supervisor) will be hired to work with all students, but a stronger emphasis will be with Tier II Behavior Intervention Students. The Solution's Room Supervisor will be integral in establishing Check-in and Check-out Systems with targeted students, as well as supporting other behavior support plans. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction. Both behavior paraprofessionals will also provide supervision to students needing a break from their classroom and also provide alternate recess to those unable to be on the playground to prevent altercations that result in suspensions. The success of this goal will be measured by the students' responses on the Panorama survey to questions about safety and school connectedness, and by suspension data.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	140438
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Two behavior paraprofessionals to help create a safe learning environment

Strategy/Activity 4

Cabot Yerxa will meet the social/emotional and mental health needs of our students throughout the year. A licensed therapist to work with students and their families 2 1/2 days per week will be provided. The therapist will provide individual sessions to target the social and emotional needs of the student. Supports will be put into place to assist the student in the classroom and at home, thus allowing for more successes in behaviors and academics. The success of this goal will be measured by the students' responses on the Panorama survey to questions about school connectedness, suspension data and chronic absenteeism data.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
Therapist
Counselor
Psychologist

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

84000

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Target social emotional needs

Strategy/Activity 5

Cabot Yerxa conducted a root cause analysis to better understand the factors contributing to low student performance in reading and math. One key cause identified was student dysregulation and behavior, which frequently disrupt instructional time and impact learning outcomes. To address this, site administrators will attend the Conscious Discipline Institute, funded through Title I, to build foundational knowledge in trauma-informed practices, emotional regulation, and schoolwide systems for behavior support. Following the training, the school will begin phased implementation of Conscious Discipline practices to help teachers

create emotionally safe, structured learning environments. The goal is to reduce behavior-related barriers to learning and support improved academic outcomes, particularly for students who struggle with emotional regulation.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to be used by the Guiding Coalition to build the capacity of their teams by providing professional development on the Soluton Tree PLC model, and to be used by grade level teams to develop and provide high level instruction for students.
Amount	10000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	conference fees, travel expenses

Strategy/Activity 6

Cabot Yerxa will ensure students are safe while on the playground as measured by the questions on the Panorama survey that address safety, as well as suspension data. An additonal supervision aide will be provided. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal
Assistant Principal
Supervision Aides
Playworks Coach
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	19830
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Increase in supervision aide staff

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
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	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 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	\$139,038
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$410,414.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	144,023	0.00
Title I Part A: Parent Involvement	2,887	0.00
LCFF	263,504	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	\$144,023.00
Title I Part A: Parent Involvement	\$2,887.00

Subtotal of additional federal funds included for this school: \$146,910.00

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

State or Local Programs	Allocation (\$)
LCFF	\$263,504.00

Subtotal of state or local funds included for this school: \$263,504.00

Total of federal, state, and/or local funds for this school: \$410,414.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	263,504.00
Title I	144,023.00
Title I Part A: Parent Involvement	2,887.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,478.00
2000-2999: Classified Personnel Salaries	270,132.00
4000-4999: Books And Supplies	38,804.00
5000-5999: Services And Other Operating Expenditures	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,700.00
2000-2999: Classified Personnel Salaries	LCFF	244,268.00
4000-4999: Books And Supplies	LCFF	17,536.00
1000-1999: Certificated Personnel Salaries	Title I	36,778.00
2000-2999: Classified Personnel Salaries	Title I	25,864.00
4000-4999: Books And Supplies	Title I	18,381.00
5000-5999: Services And Other Operating Expenditures	Title I	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,887.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Andrea Guaydacan	X				
Mary Bousquet		X			
Karris Brilee			X		
Danielle Graves		X			
Autumn Evangelista		X			
Jesse Ruyle				X	
Josue Hernandez				X	
Vianette Hernandez				X	
Vivian Gonzales				X	
Corina Noal				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 21, 2025.

Attested:

	Principal, Andrea Guaydacan on 10/28/25
	SSC Chairperson, Vianette Hernandez on 10/28/25

Title I and LCFF Funded Program Evaluation

Goal #1:
Cabot Yerxa will increase academic achievement through best first instruction and academic interventions to prepare students for college and career success.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Cabot Yerxa will strengthen Tier I instruction and collaboration by providing targeted professional development opportunities. Staff will attend conferences such as Solution Tree's PLC training and participate in follow-up sessions with an associate from Solution Tree to deepen implementation of the PLC process. The school also plans to offer on-site training in engagement strategies, such as Kagan Cooperative Learning, with stipends available for participating teachers. These learning opportunities are designed to enhance instructional practices that increase access to grade-level content, particularly benefiting English Learners through structured academic talk and vocabulary development, and supporting Students with Disabilities through inclusive, scaffolded strategies that promote classroom participation and engagement. Substitute teachers and extra duty pay will be provided to allow for teachers to engage in action planning days, data days, collaborative planning time, instructional rounds, and coaches corners where they will learn new skills to support diverse learners, such as English learners and students with disabilities. Success of this strategy will be measured by attendance at the trainings, observation of teachers implementing the instructional strategies learned, improved outcomes for all students, but especially English learners and students with disabilities.			

Cabot Yerxa will provide enrichment opportunities for students to attend during the regular school day and beyond to support instruction. This may include opportunities for students to visit College campuses for 3rd, 4th and 5th grade students, and field trips that align with state standards Cabot Yerxa staff and teachers will organize a career day on campus using various materials to promote college and career readiness. Success in this goal will be measured by increased scores on Star data in reading and math as students become more engaged in college and career goals and begin to examine their futures.			
Each year, several students who are new to the United States enroll in Cabot Yerxa. These "newcomer" students need support with English vocabulary so that they can communicate and learn to read in English, as well as become successful in math. A bilingual paraprofessional will be funded an extra 75 minutes per day to work with these students and support them throughout the year under the guidance of their classroom teachers and our instructional coach. Success of this strategy will be measured by the summative ELPAC, as well as reading and math assessments in Renaissance Star.			
Cabot Yerxa Elementary School will provide teachers and students with the software resources they need to support classroom instruction. We will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons as well as the development of common formative assessments for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement and achievement. The purchases may include but are not limited to SeeSaw, to be used for reading fluency practice and collaborative reading assignments, and Lumos to create common formative assessments in reading and math that mirror the SBAC. Success of this goal will be measured by Star reading and math scores, as well as CAASPP scores in reading and math.			

Kindergarten students will receive increased small group instruction and intervention with the funding of an extra 75 minutes per day for a bilingual paraprofessional kindergarten aide. This additional time will allow time for the aide to work with students who are working below grade level. This will be measured by kindergarten student scores on ESGI and ELPAC.			
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Goal #2:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Cabot Yerxa will provide training, outreach and informational meetings and activities at parent/family events. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, history, parenting, social emotional well being. All of our activities will target family and community connectedness in order to support the whole child as measured by the Panorama survey for families. The success of these activities will be measured by the family responses on the Panorama survey for school connectedness and how well they feel the school supports learning.			
To build community connections, members of various student groups will serve as CY ambassadors by attending local events such as sports contests and drone and robotics competitions. Connectedness will be measured by the student Panorama survey			

Goal #3:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Cabot Yerxa will continue to work on the social emotional well-being of all students. In order to achieve this, the following will be in place: A dedicated 20 minutes each day to social emotional learning. During this time, Second Step lessons will be taught and other content will be covered to allow our students to be more present emotionally, thus increasing their academic abilities. A Mindfulness Room will continue to be used to allow students a safe place to regroup and also provide structured reflection time for those unable to participate in recess or other classroom events. As a PBIS school, we will provide a continuum of positive behavior support for all students in areas including the classroom and non-classroom settings (such as hallways, and restrooms). Attention will be focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. The Zones of Regulation digital curriculum will be purchased to teach students to identify their emotions and what strategies will help them regulate. Supplies and materials will be purchased to help support the social emotional and behavioral needs of all students.			
Through collaboration with the Guiding Coalition and School Site Council, Cabot Yerxa identified chronic absenteeism as a root cause impacting low student achievement in reading and math. Analysis showed that inconsistent attendance limits student access to core			

instruction and intervention, hindering academic growth. To address this, the school will implement a multi-faceted attendance strategy focused on prevention, recognition, and support. This includes continued use of an Attendance Task Force, SART meetings with families, attendance incentives, and Saturday Camp for attendance recovery. By increasing daily attendance rates, students will have more consistent access to instruction, ultimately supporting improved academic outcomes. Our office attendance clerk will focus one hour per day calling families with students in the white and students with disabilities subgroups to schedule SART meetings and will monitor their attendance. Our IEP specialist will let families know that during the IEPs of students with chronic absenteeism, we will discuss attendance and ways that our school can help remove barriers.			
Cabot Yerxa will improve the students' feeling of school connectedness and meet their social/emotional needs by providing a Wellness Center for them to go to when they feel anxious or need to talk to a trusted adult. We will also promote safety on campus by supporting students who are dysregulated and are displaying escalated behaviors learn better ways to handle their emotions. Two Paraprofessional Behavior (one to be the Solutions Room Supervisor) will be hired to work with all students, but a stronger emphasis will be with Tier II Behavior Intervention Students. The Solution's Room Supervisor will be integral in establishing Check-in and Check-out Systems with targeted students, as well as supporting other behavior support plans. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction. Both behavior paraprofessionals will also provide supervision to students needing a break from their classroom and also provide alternate recess to those unable to be on the playground to prevent altercations that result in suspensions. The success of this goal will be measured by the			

students' responses on the Panorama survey to questions about safety and school connectedness, and by suspension data.			
Cabot Yerxa will meet the social/emotional and mental health needs of our students throughout the year. A licensed therapist to work with students and their families 2 1/2 days per week will be provided. The therapist will provide individual sessions to target the social and emotional needs of the student. Supports will be put into place to assist the student in the classroom and at home, thus allowing for more successes in behaviors and academics. The success of this goal will be measured by the students' responses on the Panorama survey to questions about school connectedness, suspension data and chronic absenteeism data.			
Cabot Yerxa conducted a root cause analysis to better understand the factors contributing to low student performance in reading and math. One key cause identified was student dysregulation and behavior, which frequently disrupt instructional time and impact learning outcomes. To address this, site administrators will attend the Conscious Discipline Institute, funded through Title I, to build foundational knowledge in trauma-informed practices, emotional regulation, and schoolwide systems for behavior support. Following the training, the school will begin phased implementation of Conscious Discipline practices to help teachers create emotionally safe, structured learning environments. The goal is to reduce behavior-related barriers to learning and support improved academic outcomes, particularly for students who struggle with emotional regulation.			
Cabot Yerxa will ensure students are safe while on the playground as measured by the questions on the Panorama survey that address safety, as well as suspension data. An additional supervision aide will be provided. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.			

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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.

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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