

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	7/1/24-6/30-25
Schoolsite Council (SSC) Approval Date	November 7, 2024
Local Board Approval Date	December 17, 2024

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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

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

School Profile

Cabot Yerxa Elementary School is located in Desert Hot Springs, California. Our school opened in the fall of 2009. Our current boundaries bring a diverse population of students and families from our local neighborhood, as well as transfer students from the local community. We are around 683 students with 98% receiving free and/or reduced lunch and with 30% of our students being designated as English Language Learners. Cabot Yerxa will remain on a 2-1-2 weekly calendar for the 2024-2025 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

All students, African American, Homeless, Students with Disabilities, White

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

Cabot Yerxa Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon 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 2023-2024:

Teacher Nominations were taken on August 23-26, 2023. Voting occurred through a Google Survey that was open from September 4 through September 8, 2023. One teacher was selected for the one opening: Celeste Sawtelle. Staff other than teachers nominations were taken 8/22-8/26 and resulted in 2 nominations. Voting took place from September 15-19, and one staff member was selected: Frankie Espinoza
Parent Nomination forms were posted on ParentSquare and through Blackboard on August 22, 2023. Nominations were due on August 28, 2023. 4 parents were nominated for the 3 positions open. The voting ballots were posted on ParentSquare on September 15th, and Codi Harmon, Christina Keto and Ana Navarrete were elected.

Date the 2023-2024 SSC Members attended district training: September 20, 2023 via Zoom

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

2023-2024 SSC Meetings are held in person with a Zoom option at Cabot Yerxa in the staff lounge.
October 19 - SSC roles/responsibilities, SPSA review, parent involvement policy approval, election of chairperson (Ryan Cohen) and secretary (Christina Keto), approval of Title I allocation.
March 11, 2024 - SPSA goals Review, School Safety Plan, Review of ATSI data and student groups, Title I & LCFF allocation for 24/25 and the impacts, discussion of chronic absenteeism data.
April 29, 2024 - ELAC SPSA Input, DELAC report, SPSA review, Review of proposed funding allocation for 2024-2025
May 14, 2024 - Approval of School Plan for Student Achievement

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

Dates of meetings: (Agenda topics as of November 1, 2024)

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, DELAC report

March 10, 2025 SPSA goals Review, School Safety Plan, Review of ATSI data and student groups, Title I & LCFF allocation for 24/25 and the impacts, discussion of chronic absenteeism data

April 28, 2025 DELAC report, SPSA review, Review of proposed funding allocation for 2024-2025

May 12, 2025 Final approval of SPSA

ELAC Meetings are held in person with a Zoom option at Cabot Yerxa in the staff lounge .

2023-2024 ELAC Meetings

October 19, 2023 - review of EL attendance, roles/responsibilities of ELAC, training of ELAC, Star and SBAC testing, reclassification requirements, ELAC committee election - Mr. Rivera (AP), Jasmin Burgos (teacher), Griselda Pacheco (teacher) Olga Porras (parent/DELAC), Elizabeth Morales (parent)

February 14, 2024 - DELAC report, School Plan for Student Achievement Input, ELPAC Updates and Testing Plans, Needs Assessments

2024-2025 ELAC Meetings (as of November 1, 2024)

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
March 20, 2024 DELAC report, Attendance update, SPSA review, Data review

Leadership/Guiding Coalition Meetings: (as of May 16, 2024)

July 31, 2023: Introduction of Professional Learning Community initiative, review of improves Positive Behavior Intervention and Support expectations, Intervention schedules, vertical articulation on standards.

September 11, 2023: Data Analysis Protocol, Designated/Integrated ELD

February 4, 2024: Budget and Staffing Updates, Panorama Survey, prepare for professional development with Solution Tree.

February 7, 2024: Professional Development with Solution Tree Associate Michael Maffoni

April 8, 2024: Check in on essential standards work, Star Data, Curriculum discussion.

May 10, 2024: Professional Development with Solution Tree Associate Michael Maffoni

Leadership/Guiding Coalition Meetings: (as of November 1, 2024). 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

September 16, 2024

October 21, 2024

November 18, 2024

January 13, 2024

February 24, 2024

March 24, 2024

May 19, 2024

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 (Guiding Coalition)

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

Dissolution of the Academic Coach position with the understanding that the school will receive a Literacy Coach through the LCRS Grant.

Continue with the teacher on special assignment/instructional coach provided by the district, Intervention Teacher, and Intervention Para to provide support in reading

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

Continue partnership with Solution Tree, working with one of their associates and sending our Guiding Coalition (leadership team) to the Solution Tree Summit.

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, as well as add another behavior paraprofessional to our team.

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.

Host in person family nights to bring the community together and increase parent involvement.

Continue promoting positive attendance incentives to improve overall attendance and find new strategies to improve our chronic absenteeism. Target families early on to provide supports. Provide incentives to parents for getting their kids to school on time.

Update: As of November 1, 2024

Dissolution of the Academic Coach position with the understanding that the school will receive a Literacy Coach through the LCRS Grant. - Literacy coach, Valrie Doherty, was hired

Continue with the teacher on special assignment/instructional coach provided by the district, Intervention Teacher, and Intervention Para to provide support in reading - Reading intervention was restructured using University of Florida Literacy Institute (UFLI) curriculum and fluid groupings of students.

Provide targeted interventions in all grades to close achievement gaps and learning loss that has occurred. - 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 received professional development and support during action planning days to plan the instruction for this time.

Continue partnership with Solution Tree, working with one of their associates and sending our Guiding Coalition (leadership team) to the Solution Tree Summit. - 8 of 13 members of the Guiding Coalition attended the Solution Tree PLC Institute in July, 2024. The others will attend the same conference in June of 2025. Partnership with Solution Tree Associate, Michael Maffoni, is continued.

Intentional focus on students with disabilities in all academic areas including providing specific times for special education teachers to collaborate with general education teachers. - The Guiding Coalition planned out all early release Wednesday collaboration/staff meeting/PD time where Special Ed and Gen Ed have times to meet together.

Continue with allocating funds to personnel that support student mental health. - Mental Health Therapist 1/2 time is still funded.

Improve student safety through constant monitoring and supervision by all staff members, as well as add another behavior paraprofessional to our team. - a second site funded behavior paraprofessional was hired to support positive behavior, and the district funded 2 extra 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.

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

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. - The Cabot Yerxa Attendance Task Force has monthly meetings scheduled and funded.

Resource Inequities

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

UPDATES: as of November 1, 2024

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.

UPDATE: Our scores on CAASPP dropped significantly from 23.3% proficient in 2022-2023 to 19.8% proficient in 2024-2025. The Literacy Coach was hired and is working with teachers to improve Tier 1 reading instruction and in-class intervention through grade level action planning days and monitoring with classroom visits.

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

UPDATE: We are no longer funding an academic coach. Both the literacy coach and Teacher on Special Assignment (TOSA) will provide support to our Special Education Teachers. They have both received professional development in reading, and our lead SpEd teacher has attended the PLC conference to help her team better understand the standards

and how to support students with disabilities with grade level standards. The special education teachers have scheduled time to participate in the grade level collaborations.

Our needs assessment revealed that one barrier that teachers are facing in classrooms is extreme dysregulation of students. It is difficult to keep the class on task and engaged when a student is shouting out or trying to elope the room. As a result, we will be adding another 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.

UPDATE:

We have hired a second site funded behavior paraprofessional to help students who struggle with regulation. We are also partnering with Navigating Behavior Change to provide professional development to our staff on trauma informed practice, de escalation strategies, and classroom management strategies to prevent escalated behavior.

Improving Tier 1 instruction is the way to improve student achievement. While we have a large number of students performing below grade level (some as a result of distance learning), we believe that improving first instruction and providing targeted, standards based intervention will help. We will continue our partnership with Solution Tree. This year each grade level team analyzed and selected essential standards in reading. Next year we will use these as our base for reading instruction, and we will gather data on how well students are mastering these standards as we develop our Learning and Instruction Inventory. We will be sending our Guiding Coalition to the Solution Tree PLC Summit over the summer and in the fall (in two groups).

UPDATE:

With many of the previous members of the Guiding Coalition gone, we have had to back track a bit on our PLC implementation plan. 8 of the 13 members of the Guiding Coalition attended the PLC conference in July, and the other 5 will attend in June, rather than November, so that they do not have to miss instructional time.

In Goal 3, we will focus on student attendance given 47.7% of our students fall into the chronically absent category. All four student groups (African American, Homeless, Students with Disabilities, and White) are in the red for chronic absenteeism for the 2022-2023 school year, which puts Cabot Yerxa in ATSI status. Our Latinx group has improved since last year by 9% to 46.1%. Our African American/Black group currently is at 46% chronically absent, an improvement of 4.8%. This group also scored 105.9 points below standard in ELA and 116.2 points below standard in math on the state test in 2023. The homeless student group had the largest increase in chronic absenteeism, as it increased by 33.2% last year. As a site, we will work on creating a plan to support these families and also incentivize this group to be in school. Meetings with individual families, reward parties for improved or acceptable attendance, and adult mentors for students has improved attendance somewhat this year. We will continue to work on this by widening our adult mentor program at Cabot where every adult on campus has a student that they check in with. We will also provide incentives to parents for bringing their children to school regularly by entering their names in drawings for prizes.

UPDATE:

Extra Duty will be paid for certificated and classified staff on the Attendance Task Force, and attendance rewards will be funded

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 two ongoing challenges that affected more students than in prior years: 1. More students in the upper grades lacked fundamental reading skills such as phonological awareness and blending sounds, and lacked number sense; 2. More students were unable to regulate their emotions and displayed volatile and aggressive behaviors at school. Creating an environment that felt safe has been critical and having supports available from the paraprofessional behavior aide and the mental health therapist have been crucial. However, more support is needed.

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

Our Latinx students went from 16.7% of students proficient on the fall benchmark to 23.1% proficient on the winter benchmark.

On the Star Early Literacy test, which is the benchmark test used by the district for students in grades TK-2, 53.1% of students showed growth above the 35th percentile. This is an increase of 3.3 % from last year.

2022-2023 SBAC Math Proficiency increased 1.1 percentage points from 2021-2022. On the CA Dashboard, our "all students" group moved from red to yellow. That group is 86.1 pts below proficient on the SBAC, an improvement from last year when that group scored 94.3 points below proficient. On the SBAC, the percentage of students in the black ethnicity group scoring proficient or above in math increase from 6.1% in 2021-2022 to 8% in 2022-2023. The percentage of students with disabilities who scored proficient or above in math increased from 0% to 6.5%.

Enclids

Chronic absenteeism has declined from 55.1% last year to 48.4% this year (2023-2024) as of May 2024.

Supporting Actions:

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

In 2023-2024 we continued to fund a 2.5 days a week mental health therapist and a paraprofessional behavior aide. Both of these individuals worked closely with the site and the district provided counselor to ensure that the mental health needs of the students were being addressed. These supports have helped strengthen our Tier 2 and Tier 3 SEL supports for students. However, volatile behavior continues to be a barrier for instruction and learning in classrooms. Mental health and emotion regulation continues to be a concern, although we have more systems in place to address these with students.

UPDATE as of November 1, 2024:

Current Star data (administered in August, 2024) shows that the Star reading Student Growth Percentile from Fall 2023-Fall 2024 increased from 60.1 to 70.1 overall. The Star Reading Proficiency Rate for the State Benchmark (the percent of students estimated to score at or above the state benchmark on the Star reading assessment) increased from 24.4 in Fall 2023 and 20.7 in Spring 2024 to 25.3 in Fall of 2024. The data for foster youth is suppressed because fewer than 11 students were tested.

55.6% of our English learners made progress on the CAASPP in 2023, and increase of 5.6% which put the school in the green for this indicator on the dashboard. The data

It looks like we are heading in a positive direction, and with the support of literacy coach and a focus on essential standards, data, and effective tier 1 and small group instruction, Cabot Yerxa scores will improve.

Extra funds will be allocated to pay for extra duty and/or subs for teachers to analyze data and plan effective Tier 1 and small group 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?

The STAR test results in August 2023 indicate that over half of our 3rd - 5th grade students are at the beginning level in foundational reading skills, based on the Standards Mastery Report. This means that if students continue on the same path, they will continue to lack these skills, and will not be ready for middle school. As a school, we need to look at our Tier 1 instruction and build a learning and instruction inventory of best practices based on essential standards.

On the SBAC in ELA, the "all students" group declined 7.5 points from the previous year, and are now 73.5 points below proficient. Students with Disabilities declined 12.4 points, and are now 133.8 points below proficient.

African American students decreased in proficiency from 15.2% in 2021-2022 to 8% in 2022-2023. Students with Disabilities decreased from 5% in 2021-2022 to 3.2% in 2022-2023.

Chronic Absenteeism continues to be an area of need for our campus. In the 22-23 school year, 55.1% of our students were chronically absent. In the current school year, 48.4% of our students are chronically absent. Although this is improvement, we still have nearly half of our students chronically absent. When looking at student groups (African American, homeless, students with disabilities and white students), all of them increased in chronic absenteeism in the 2022-2023 school year, but the homeless group had the highest increase with a 33.2% increase. Currently, our attendance rate is improving. We continue to have some families who have consistently struggled and we need to target their individual needs. According to the 2022 California Dashboard, chronic absenteeism was in the "Very High" category for all students.

Suspension rates have increased since the 2021-2022 school year. This is due to the increase in volatile behaviors that we have been seeing in class and around the campus. The majority of the suspensions are for violation of California education code 48900(a). More support for students with emotion regulation is needed.

Cabot Yerxa is identified as ATSI using data from the Fall 2023 Dashboard in chronic absenteeism and suspension for the following students groups: African American, Homeless, Students with Disabilities, and White. In ELA, we are identified as ATSI for all students and students with disabilities.

Supporting Actions:

ELA: Over half of our teachers are participating in the Language Essentials for Teachers of Reading and Spelling (LETRS) training certification, and the principal and assistant principal will participate in the LETRS for Admin training. Four days per week, teachers work with their students in small groups, however, this intervention is as targeted as it could be in all grades. In grades TK-3, teachers teach phonemic awareness daily to all students using Heggerty, and in grades 4 & 5, they use this with small groups.

For next year, we will dissolve the academic coach position and gain a literacy coach paid for through the Literacy Coach/Reading Specialist grant. We will continue to have one hour of small group time four days per week, but this intervention will be focused on essential reading standards and targets as determined by common formative assessments and summative assessments. Our learning during our work with Solution Tree will be paramount to the success of our Tier 1 and Tier 2 instruction.

A critical need within our school community is the establishment of more structured collaboration time for our teachers. Currently, our educators face the significant challenge of effectively analyzing student data and work to inform instructional strategies. Without dedicated and structured collaboration time, we are missing a vital opportunity to enhance Tier 1 instruction and lower the number of students who need intervention. Currently, our educators face the significant challenge of effectively analyzing student data and work to inform instructional strategies. Currently, teachers are meeting during collaboration time, but there is not a protocol for data analysis. The work our Guiding Coalition has done with Solution Tree this year included analysis of reading standards and the selection of essential standards based on 5 criteria. We will continue to work with Solution Tree next year, and will expand the learning to include more of the teaching staff.

As we move toward our goal of becoming a model professional learning community, Cabot Yerxa's Guiding Coalition (grade level leads, admin, TOSA, and academic coach) and other teaching staff will work with an associate from Solution Tree to guide us in establishing a shared mission and vision, shared commitments, and goals, as well as a protocol and structure for creating common formative assessments

Reflections: Identified Need

and data analysis. Funds will also be allocated to allow for our leadership team to meet, and for grade level teams to have planning days, as well. To increase the knowledge around what a PLC Model School is, the Guiding Coalition will attend a Solution Tree PLC Summit in either July or November (some in July and some in November).

After conducting a needs analysis with our staff, one barrier to effective instruction is behavior and students becoming dysregulated. We currently have a school counselor and one behavior paraprofessional who conduct check in/check outs with many students. The behavior paraprofessional assists students in class and on the playground with emotion regulation and strategies for conflict resolution. We also currently fund .5 of a mental health therapist. While this is helping many students, there is still a greater need. Our Guiding Coalition agreed that we need to fund another behavior paraprofessional to help students with emotion regulation and behavior modification. This year, some of our teachers piloted the curriculum Zones of Regulation, and had success with it. Next year, we will provide this curriculum school wide so that students can learn to identify how they are feeling and learn strategies to regulate themselves before they become volatile.

Our PBIS system was modified this year, as the rewards were changed from points to actual tickets. The students can bring their tickets to the student store and purchase items two times per month. This has increased their interest in the prizes. We will continue to fund the printing of the tickets and purchase prizes. We will strengthen our Tier 1 behavior system with the addition of the Zones of Regulation tickets, and improve our Tier 2 supports with the addition of the extra behavior paraprofessional.

To target chronic absenteeism, the site will monitor attendance closely to be proactive with families that have struggled in the past. SART meetings will be held with families identified by the site to work on developing a individual plan of action. Assemblies to promote positive attendance will be held and monthly incentives will also be in place. Incentives for arriving to school on time will be available for students, and parents will be entered into drawings for prizes for getting their students to school on time with no more than one day missed per month.

UPDATE

Data: 2023-2024 CAASPP results showed a decline in proficiency overall by 3.5 and a decline in proficiency in math overall by 0.6%. Our homeless youth is not only showing great need to intervention with chronic absenteeism, but also in math and ELA with 0% meeting standard on the CAASPP, and 90% at a level 1 in ELA and 95% at a level 1 in math. 20% of our socioeconomically disadvantaged students met or exceeded standard on the CAASPP in ELA and 12.5% met or exceeded standard in math. The following student groups are in the red on the 2023-2024 California dashboard for English language arts: All students, English learners, socioeconomically disadvantaged, and students with disabilities. The Hispanic student group is in the orange. In Math, the following student groups are in the yellow in math on the 2023-2024 California dashboard: all students, socioeconomically disadvantaged, Hispanic. English learners are orange on the dashboard for math.

After reviewing data with the Guiding Coalition and School Site Council, it was determined that more time for teacher collaboration is necessary so that teachers can create common formative assessments, analyze data, and determine best instructional practices to impact all students while developing strategies to meet the needs of our homeless, English learners, and socioeconomically disadvantaged students. It was also determined that we will continue with our 5th session with Michael Maffoni for more training on our PLC initiative.

It was decided to discontinue funding for an academic coach and bring on a literacy coach funded by the LCRS grant. The literacy coach is helping teachers with effective tier 1 instruction in reading, and has restructured the grade level small group hour and work will work with teachers during ELA action planning days and collaboration time to train teachers in using pieces of the curriculum to provide effective intervention for students.

Our education partner committees such as SSC, ELAC, and PTA are all concerned about our chronic absenteeism rate. All of our subgroups increased in chronic absenteeism and are in red on the California dashboard. All students, English learners, socioeconomically disadvantaged, and Hispanic students increased significantly, and homeless youth, students with disabilities, African American, and white students increased. An attendance task force has been developed and funded for this school year to work on improving attendance.

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%		

School and Student Performance Data

Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
666	97.3	30.2	1.8
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	201	30.2
Foster Youth	12	1.8
Homeless	41	6.2
Socioeconomically Disadvantaged	648	97.3
Students with Disabilities	53	8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	8.1
American Indian	2	0.3
Asian	1	0.2
Filipino	2	0.3
Hispanic	552	82.9
Two or More Races	18	2.7
White	37	5.6

Conclusions based on this data:

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

2. Over 97% 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.
3. Nearly 1/3 of our students are English Learners, so we need to put more focus on supporting them with designated and integrated ELD.

School and Student Performance Data

Overall Performance

The 2023 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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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. Our scores went up in math, which was what we focused our planning on this year, but down in ELA. Next year, we will continue to focus on math planning and will target ELA essential standards with our PLC initiative
2. All of our student groups are red in chronic absenteeism. We must continue to work with our families to get students to school and collaborate with them to create individual plans. We will create an attendance team to work with families on plans to improve attendance.

3. Our English Learners made good progress last year. Our Guiding Coalition will analyze what worked and improve those strategies to create even more progress for this student group.

School and Student Performance Data

Academic Performance English Language Arts

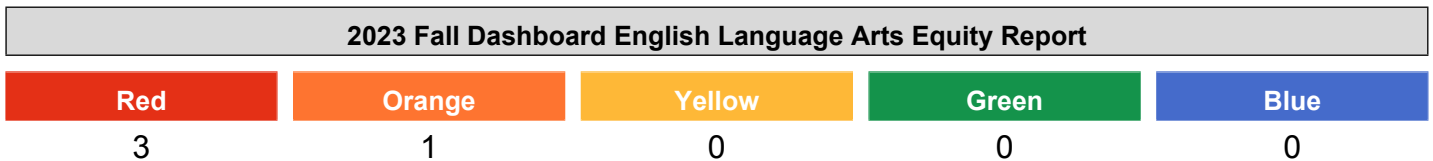
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>All Students</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>73.5 points below standard</td> </tr> <tr> <td>Decreased -7.5 points</td> </tr> <tr> <td>297 Students</td> </tr> </tbody> </table>	All Students	 Red	73.5 points below standard	Decreased -7.5 points	297 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>English Learners</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>76 points below standard</td> </tr> <tr> <td>Decreased -9.4 points</td> </tr> <tr> <td>114 Students</td> </tr> </tbody> </table>	English Learners	 Red	76 points below standard	Decreased -9.4 points	114 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>Foster Youth</th></tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>8 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	8 Students	
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2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>122.7 points below standard</p> <p>Decreased Significantly - 15.8 points</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>69.7 points below standard</p> <p>Decreased -7.2 points</p> <p>244 Students</p>	<p>102.3 points below standard</p> <p>Decreased Significantly - 31.5 points</p> <p>13 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>55.5 points below standard</p> <p>Decreased -8.9 points</p> <p>17 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>89.9 points below standard</p> <p>Increased +4.2 points</p> <p>97 Students</p>	<p>3.8 points above standard</p> <p>Decreased -4 points</p> <p>17 Students</p>	<p>80.9 points below standard</p> <p>Decreased -12.7 points</p> <p>166 Students</p>

Conclusions based on this data:

1. It is very interesting that our English learners made more progress than our English only students. That indicates that the students are not only proficient, but literate, in English. We will continue to focus on our ELs to move them toward reclassification, fluency and literacy in English.
2. Students with disabilities had the second highest decrease in CAASPP scores. Homeless was the highest with a 60.9% decrease, but that group has too few students to be counted on the Dashboard. This indicates that we need to have more collaboration between gen ed and SpEd teachers to make sure the SWDs that are in gen ed classes are getting the proper supports. We also need to re-work the RSP schedule to allow more SAI minutes for students and more push in time in classrooms. We will have one less RSP teacher this year, so the collaboration between general education and special education will be paramount.
3. The "all students" group is 73.5 points below standard in ELA on the CAASPP. This indicates that we need to spend more time planning best first instruction with a focus on "how" we will teach, not just "what" we will teach for all students. Next year, we will focus on ELA essential standards and targets and monitor all students' progress toward mastery of these standards with common formative assessments. Teachers will analyze data and student work and determine the best practices for teaching each target. Intervention will be intentional and focused on targets, and the groups will be fluid to allow for continuous growth.

School and Student Performance Data

Academic Performance Mathematics

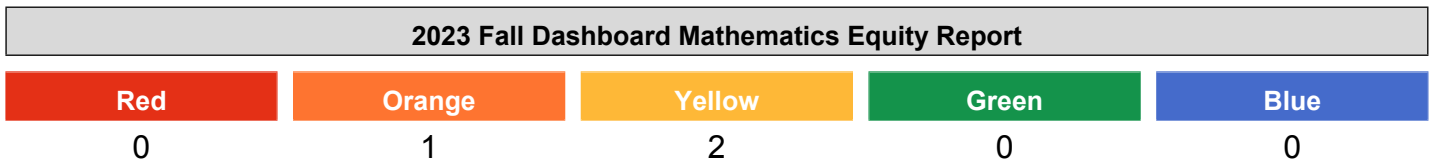
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>86.1 points below standard</p> <p>Increased +6.4 points</p> <p>295 Students</p>	<p>English Learners</p> <p>Orange</p> <p>91.6 points below standard</p> <p>Maintained -1.9 points</p> <p>112 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>8 Students</p>
<p>Homeless</p> <p>127.6 points below standard</p> <p>Decreased Significantly -31.7 points</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>86.3 points below standard</p> <p>Increased +6.1 points</p> <p>294 Students</p>	<p>Students with Disabilities</p> <p>125.5 points below standard</p> <p>Increased Significantly +15 points</p> <p>29 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
115 points below standard Increased Significantly +22.5 points 21 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 84.4 points below standard Increased +4.3 points 242 Students	87.2 points below standard Increased +9.4 points 13 Students	 No Performance Color 0 Students	74.1 points below standard Maintained -2.6 points 17 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.3 points below standard Increased +7.8 points 96 Students	57.2 points below standard Decreased Significantly -17.1 points 17 Students	89.1 points below standard Increased +9.1 points 166 Students

Conclusions based on this data:

1. Although our current English Learners increased 7.8 points in math, they are still 100.3 points below standard. This indicates that we need to improve our integrated ELD during math instruction. We need to provide supports for academic language and understanding concepts.
2. Our overall math scores improved last year. The "All Students" group increased 6.4 points. We believe this is due to the intentional planning of the Launch Explore Summarize lessons for math, and a focus on math facts.
3. Students with disabilities increased by 15 points in math. However, they are still 125.5 points below standard. This indicates, again, the need for more collaboration between SpEd teachers and gen ed teachers, and restructuring schedules to allow for more SAI minutes for students in RSP.

School and Student Performance Data

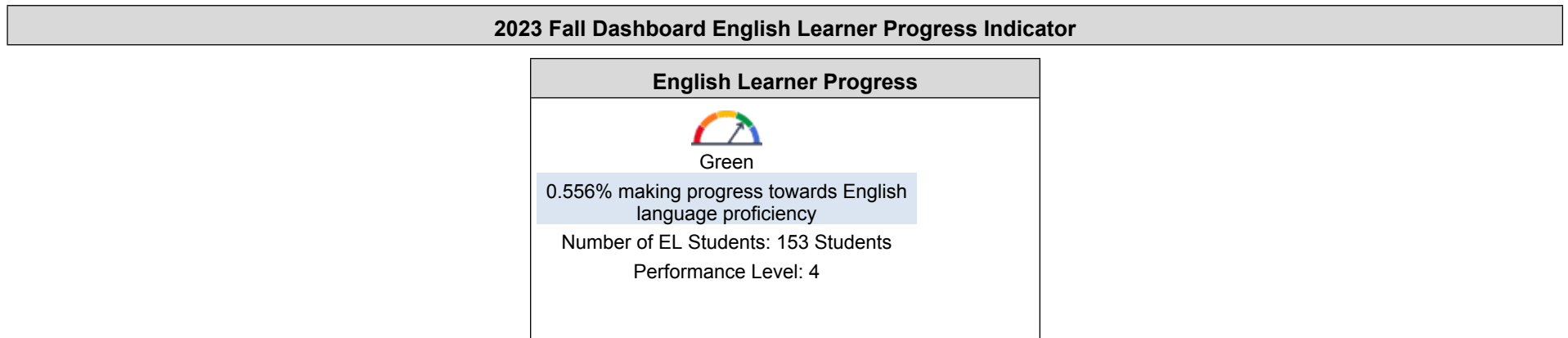
Academic Performance English Learner Progress

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



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

2023 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
16	52	1	84

Conclusions based on this data:

1. 55 % of our English Learners progressed at least one level. This is good, but there is more work to do. There is still some confusion about what constitutes designated ELD. We will have more professional development about the difference between designated and integrated ELD.
2. 34% maintained in levels 1,2, and 3.This is up from last year by 2.5%. Next year, we will look at who is teaching ELD, and make sure that the focus is on the ELD standards. Also, we will do more work teaching academic vocabulary in math to support our English learners.
3. Fewer students decreased one level. Overall, our English learner progress is better, but there is still more improvement to be made.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

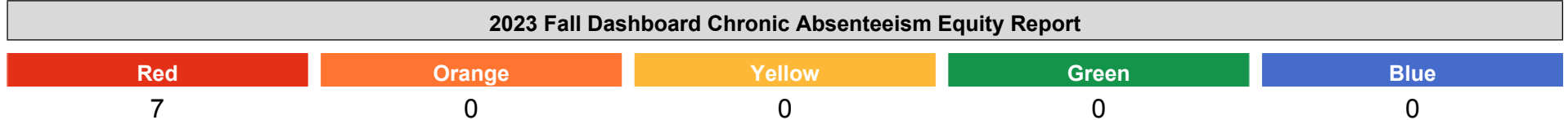
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This section provides number of student groups in each level.




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.


2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group


All Students
 Red
49.8% Chronically Absent Increased Significantly 17.7
721 Students

English Learners
 Red
41.6% Chronically Absent Increased Significantly 16.9
221 Students





Foster Youth
60.9% Chronically Absent Increased 25.6
23 Students

Homeless
 Red
58.2% Chronically Absent Increased 33.2
55 Students

Socioeconomically Disadvantaged
 Red
49.7% Chronically Absent Increased Significantly 17.3
698 Students

Students with Disabilities
 Red
43.5% Chronically Absent Increased 4.1
69 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 50% Chronically Absent Increased 11.8 58 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 49.9% Chronically Absent Increased Significantly 18.6 593 Students	69.6% Chronically Absent Increased 31.1 23 Students	 No Performance Color 0 Students	 Red 38.1% Chronically Absent Increased 12 42 Students

Conclusions based on this data:

1. Our chronic absenteeism increased significantly. We will assemble a team to address attendance and work with families to develop plans and monitor them.
2. Our homeless student group have the highest chronic absenteeism rate. This year, we have worked with transportation to provide a way to and from school, but attendance continues to be an issue for some families who are unhoused. Our attendance team will look for strategies to help these families.
3. African American students are one of the highest chronically absent groups. We need to focus on building equity for this group and create an environment where they want to be here and their families feel comfortable here, as well.

School and Student Performance Data

Conditions & Climate Suspension Rate

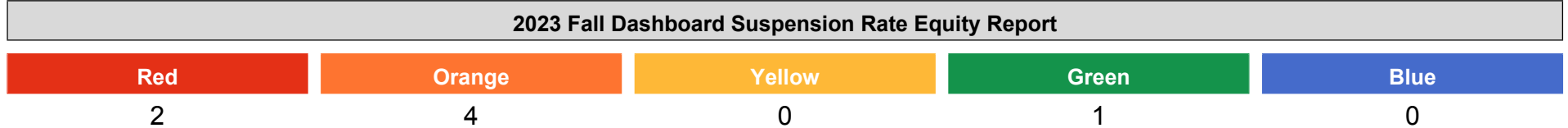
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Orange

2.8% suspended at least one day

Increased 1.4
744 Students

English Learners


 Green

0.9% suspended at least one day


Maintained 0
225 Students

Foster Youth

22.2% suspended at least one day

Increased 12.2
27 Students


Homeless


 Orange

3.4% suspended at least one day

Increased 3.4
59 Students


Socioeconomically Disadvantaged


 Orange

2.9% suspended at least one day

Increased 1.5
716 Students





Students with Disabilities


 Red

10.8% suspended at least one day

Increased 9.4
74 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 8.5% suspended at least one day Increased 5.6 59 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.1% suspended at least one day Increased 0.9 610 Students	4.2% suspended at least one day Increased 0.5 24 Students	 No Performance Color 0 Students	 Orange 4.3% suspended at least one day Increased 4.3 46 Students

Conclusions based on this data:

1. African American students have the highest suspension rate.
2. Suspensions went up this year overall by 1.4%. With the increase in violent behaviors (students hitting other students and staff), suspensions went up. We are continuing to work with staff on de escalation strategies and how to address students who are dysregulated. The special education department will be hosting some professional development for our staff next year to support this.
3. There was a large increase in suspensions for students with disabilities. This was due to some students that joined our TEP class last year, and had several incidents of severe property destruction and caused or attempted to cause physical injury. The behavior plans were implemented with fidelity and these behaviors improved later in the year.










Annual Review and Update



SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

Cabot Yerxa will increase academic achievement through best first instruction and academic interventions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All	Yellow	60 points below	+6.0 points Increase	All	 Red	73.5 points below standard	Decreased - 7.5 points
	EL	Yellow	60 points below	+6.6 increase	EL	 Red	76 points below standard	Decreased - 9.4 points
	Hisp	Yellow	59 points below	+3.4 increase	Hisp	 Orange	69.7 points below standard	Decreased - 7.2 points
	AA	Orange	100 points below	+6.9 increase	AA		122.7 points below standard	Decreased Significantly - 15.8 points
	SED	Yellow	62 points below	+3.7 increase	SED	 Red	73.5 points below standard	Decreased - 7.8 points
	SWD	Orange	118 points below	+3.4 increase	SWD	 Red	133.8 points below standard	Decreased - 12.4 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	88.5 points below	+4 Increase	All	 Yellow	86.1 points below standard	Increased +6.4 points
	EL	Yellow	86 points below	+3.7 increase	EL	 Orange	91.6 points below standard	Maintained - 1.9 points
	Hisp	Yellow	85 points below	+3.7 increase	Hisp	 Yellow	84.4 points below standard	Increased +4.3 points
	AA	Orange	134 below	+3.5 increase				
	SED	Yellow	89 points below	+3.4 increase				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SWD	Orange	137 points below	+3.5 increase	AA		115 points below standard	Increased Significantly +22.5 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 - 18%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 17.5%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Progress Indicator	Green	50%		English Learner Progress Indicator		0.556%	
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 student groups 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 13.59% scored at or above the state benchmark in ELA. The student groups are as follows: EL 6.45% Hispanic 14.94% African American - N/A Students with Disabilities 8.33%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100%			

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Cabot Yerxa will have an Academic Coach to support classroom instruction through model lessons and co-teaching. She will work to support classroom teachers and our RSP and SDC teachers to further differentiate lessons and ensure appropriate strategies are used during whole group and small group instruction. The Coach will also provide intervention services to small groups of students who are struggling with a given concept based on assessment data. The Coach will work with grade level PLCs to plan short cycle assessments that target the needs of our students. The Coach will work with students in both ELA and math to help close the achievement gaps. She will work with admin to pull data and analyze the movement of all subgroups.</p>	<p>Our academic coach led the intervention team by developing best practices and analyzing data. She also conducted intervention with some students, as well. She worked with grade level teams to analyze data, develop lessons using the adopted curriculum, and model lessons to support new teachers. She also helped our SpEd teachers learn a new intervention curriculum.</p>	<p>5.5% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 9764</p> <p>94.5% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 167392</p>	<p>4.62% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 8456</p> <p>95.38% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 174584</p>
<p>Cabot Yerxa will provide enrichment opportunities for students to attend both and during the regular school day and beyond to support instruction. This may include opportunities for students to visit College campuses for 3rd, 4th and 5th grade students, and field trips that align with state standards Cabot Yerxa staff and</p>	<p>Expanded Learning Department paid for all after school intervention and enrichment. Teachers found field trips that were free or received grants to cover the costs.</p>	<p>Enrichment opportunities that include local, cultural integration, college and career readiness 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000</p>	<p>Enrichment opportunities that include local, cultural integration and college and career readiness 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers will organize a career day on campus using various materials to promote.</p>			
<p>Cabot Yerxa Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies. Supplemental programs such as Learning Dynamics and Scholastic/Storyworks magazines will be purchased. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.</p>	<p>Many teachers received donations for classroom supplies. However, we did purchase chart paper, chart racks, paper, ink, toner, etc. We also purchased Story works for reading instruction and Zones of Regulation for SEL instruction</p>	<p>Supplies to support classroom instruction, Learning Dynamics, Scholastic magazines 4000-4999: Books And Supplies LCFF 16935</p>	<p>Supplies to support classroom instruction, Learning Dynamics, Scholastic magazines 4000-4999: Books And Supplies LCFF 3257</p>
<p>Cabot Yerxa Elementary School will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for Transitional Kindergarten through Fifth grades, support student achievement TK through Fifth grades, and enhance student engagement. The software purchases could include but not limited to: United Streaming, Brain Pop, Capstone, Scholastic Literacy Pro, myON, etc.</p>	<p>All software was purchased by the district</p>	<p>Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000</p>	<p>Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p>
<p>Teachers will be provided extra pay for working additional hours beyond their contract. This could include but is not limited to</p>	<p>We used this to pay our Guiding Coalition, behavior team, and other teams extra duty for meeting after contract hours.</p>	<p>Stipends for teacher planning beyond contract time to meet student needs</p>	<p>Stipends for teacher planning beyond contract time to meet student needs</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Saturday trainings, working collaboratively with their grade level teams, vertical teams, and general education/SpEd collaboration to support students with disabilities.</p>		<p>1000-1999: Certificated Personnel Salaries LCFF 8000</p> <p>Stipends for teacher planning beyond contract time to meet student needs 1000-1999: Certificated Personnel Salaries Title I 443</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 4920</p> <p>Stipends for teacher planning beyond contract time to meet student needs 1000-1999: Certificated Personnel Salaries Title I 0</p>
<p>Cabot Yerxa will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Cabot Yerxa will also purchase any other supplies needed to supplement the technology infrastructure at Cabot Yerxa Elementary School to support student instruction.</p>	<p>We did not purchase infrastructure support. This money was moved to cover the increase in salaries.</p>	<p>Infrastructure support 4000-4999: Books And Supplies LCFF 4000</p>	<p>Infrastructure support 4000-4999: Books And Supplies LCFF 0</p>
<p>Kindergarten through 5th grade students will be provided the opportunity to attend intervention provided beyond the regular school day to assist in closing the achievement gaps. EL students will be given priority due to our ELPAC scores. Sessions will range from 30 to 60 minutes per week based on student need. Groups will be fluid and data will be tracked to ensure correct skills are being covered.</p>	<p>The Expanded Learning Department pays for all after school intervention and the EL Department paid for after school intervention for newcomers.</p>	<p>Teacher pay for intervention 1000-1999: Certificated Personnel Salaries None Specified</p>	<p>Teacher pay for intervention 1000-1999: Certificated Personnel Salaries None Specified 0</p>
<p>Funds will be set aside to cover the costs of substitute teachers in order to release teachers during</p>	<p>Substitute teachers were brought in to cover teachers so they could attend team planning days,</p>	<p>Funds to pay for substitute teachers</p>	<p>Funds to pay for substitute teachers</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>their work day. This will allow teachers to observe one another, work with the Academic Coaches, the intervention teacher, or outside consultants. Teachers needing to be released for SSTs or other on site meetings during the day will be covered.</p>	<p>Guiding Coalition days with the Solution Tree Consultant, attend IEPs and SST meetings for students, and for new teachers to observe other teachers.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 6500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 8500</p>
<p>Staff will attend professional conferences, such as Solution Tree PLC conference and Kagan, that support implementation of standards, increased rigor, and addressing the high needs of all students, particularly African American and Students with Disabilities. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences.</p>	<p>The Solution Tree PLC conference was attended by the principal, assistant principal, instructional coach and academic coach. 3 teachers attended the Kagan 5 day conference, and the PE teachers attended a conference.</p>	<p>Conference fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures LCFF 20606</p>	<p>Conference fees, travel expenses, hotel 5800: Professional/Consulting Services And Operating Expenditures LCFF 20606</p>
<p>Cabot Yerxa will fund additional time for two kindergarten aides. This additional time will allow each of the aides to work with students who are working below grade level and particularly target our African American, EL, and newcomer students.</p>	<p>Two bilingual paraprofessionals were paid 1.25 hours per day each for the year so that they could support students for the full school day.</p>	<p>Additional wages and benefits 2000-2999: Classified Personnel Salaries LCFF 24266</p>	<p>Additional wages and benefits 2000-2999: Classified Personnel Salaries LCFF 25370</p>
<p>Cabot Yerxa Leadership Team/Guiding Coalition will be provided professional development by an associate from Solution Tree to increase their leadership capacity around leading professional learning teams with structured protocols for analyzing student data, analyzing student</p>	<p>The Guiding Coalition received 3 training days with the Solution Tree Associate, Michael Maffoni, during which time they learned the pillars of a professional learning community, how to determine essential standards, the role of the leadership team on a school campus, and how to develop</p>	<p>Consultant fee/professional development 5800: Professional/Consulting Services And Operating Expenditures LCFF 21000</p>	<p>Consultant fee/professional development 5800: Professional/Consulting Services And Operating Expenditures LCFF 20000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>work, and developing first best instruction of essential standards to increase student achievement. The associate will also provide support in helping Cabot Yerxa update its shared mission/vision, establish school wide shared commitments, and develop school wide goals for student achievement.</p>	<p>common formative assessments and analyze data. The book Amplify Your Impact was also purchased for each member of the team.</p>		

Analysis

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

Substitutes were provided for teachers to work in PLCs to identify essential standards, design instruction and assessments, and analyze data, and for Guiding Coalition members to work with the Solution Tree associate. Various supplemental materials were purchased to support both ELA and Math instruction to better target instruction to identified needs areas. Our academic coach provided continued support to improve teacher practice, as well as organized and provided targeted instruction to identified students during the pull out intervention times. Kagan professional development allowed teachers to develop further collaborative conversation strategies to utilize with students. The Solution Tree Conference professional development set the groundwork for our work toward becoming a PLC model school.

The planning time for teachers allowed them to set a scope and sequence based on standards, and plan instruction collaboratively. The Guiding Coalition's work with the Solution Tree Associate set the foundation for the school wide PLC initiative. By leading the selection of essential standards in reading, grade levels are better prepared to deliver targeted instruction in reading. As a result of reading instruction, the average improvement in reading scores on the Star was .8 year growth. Since we started our work with Solution Tree later than expected due to a change in the associate, this improvement could have been higher.

Our Students with Disabilities are still struggling in reading, and the growth is minimal. Additional actions will be focused on Students with Disabilities in our 2024-2025 school plan

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

The cost of the academic coach and extra hours for the bilingual aides were higher than anticipated due to a 4% raise that both certificated and classified employees received. We did not spend as much in materials and supplies as anticipated because we use general fund for most of the things we needed. We did purchase Mystery Science and Scholastic Storyworks to supplement the reading curriculum. We spend much more on subs than we anticipated, as there were many Student Study Team meetings for students, which led us to refine our SST process for the 2024-2025 school year so that it is streamlined. Expanded Learning paid for all of the after school intervention and enrichment, and teachers were able to find field trips that were free through grants and organizations around the Coachella Valley.

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

Due to the drop in CAASPP scores this year, and the fact that the increase in Star scores is not where we would like it to be, we will be dissolving the academic coach and focusing on the literacy coach that will be funded by the Literacy Coaching/Reading Specialist Grant. This way, we can focus on early literacy and intervention for our students to make sure they have the foundational reading skills necessary to be successful in the upper grades, while providing target reading intervention for our older students. We will continue to partner with Solution Tree to continue our PLC initiative. The focus will be on essential reading standards and tracking growth using common formative assessments and RTI. With the help of the literacy coach, we will improve instruction for our students with disabilities and "all students" in reading.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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 -- 104 participated
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	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 95% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 98% responded favorably
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	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 95% responded favorably Hispanic (Hisp) - 97% responded favorably
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events -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
<p>Cabot Yerxa will provide funding for training, outreach and informational meetings and activities at parent/family events held at Cabot Yerxa. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, history, parenting, social emotional well being. All of our activities will target ways to increase family and community connectedness in order to support the whole child.</p>	<p>Cabot Yerxa had family nights: math, social/emotional literacy, science, and a Black history night.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2989</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 962</p>
<p>To build community connections, members of various student groups will serve as CY ambassadors by attending local events.</p>	<p>Student shirts were purchased for sports teams</p>	<p>Shirts or other materials to promote our students in the community at large. 4000-4999: Books And Supplies LCFF 500</p>	<p>Shirts or other materials to promote our students in the community at large. 4000-4999: Books And Supplies LCFF 0</p>

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 a math family night, a family night that focused on social and emotional well being and literacy, a science fair day, and a night to celebrate Black history month. We had a lot of parents attend the math night, the science fair day, and the Black history month celebration, but not as many attended the social and emotional well being and literacy night. We will continue to work with families to support their children's social and emotional well being in the 2024-2025 school year, as we see that this is a need.

Our participation for the Panorama was lower than expected. We had Chromebooks available for parents/guardians to use to complete the survey in the library and QR codes for the survey in each classroom during spring conference week. Only about half the number of families that we expected participated in the survey. Next year we will move the location of the Chromebooks and use incentives for students whose families fill out the survey.

We had great turn outs at our VIP dance and the family activities that the PTA hosted where food was served. These nights were focused on activities such as games, arts and crafts, movies, and dancing. Our academic nights were not as well attended. We will partner with the PTA to plan events together and include academics with the family activities where food is served.

Overall, only 91% of families responded favorably to the section with questions about support for academic learning. The response to the question "The school has high expectations for all students" was particularly low, at 89%. Kindergarten and fourth grade families had the highest number of positive responses to this question

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 intended to host two more family nights, but our Family and Engagement Support Specialist (FACES) moved on to a new position at the district office, and the plans for the other two family nights fell through. Our PTA also hosted many nights, some that focused on literacy where students received books, and adding more family nights would have been a lot for staff. Most of the food and materials that we paid for came from our general fund because they were more for family connectedness rather than academics. We paid for our Tshirts and uniforms out of money from a donation we received.

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.

In July, our activities team (our FACES, counselor and principal), PTA, and Guiding Coalition will meet together to plan family nights and activities so that there are no conflicts. Planning sheets for each of these will be started so that our site secretary can begin ordering the items immediately out of this goal's funding. Nearly all scores on the Panorama survey went down on the Family Climate Survey, particularly in the areas of the school providing extra support for students in math and reading. There was also a downward trend in responses to questions about students and families knowing the behavior expectations and what happens if the student does not follow the rules. We will host more information nights on these topics, as well as how parents can help students at home in the 2024-2025 school year.






















Annual Review and Update






SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95%	Student Attendance Rate: As of May 8, 2024: 88.6%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>31.6</td> <td>Declined - 0.5</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>24.3</td> <td>Declined - 0.5</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>30.9</td> <td>Declined - 0.5</td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>37.7</td> <td>Declined - 0.5</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>31.9</td> <td>Declined - 0.5</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>38.9</td> <td>Declined - 0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	31.6	Declined - 0.5	EL	Orange	24.3	Declined - 0.5	Hisp	Orange	30.9	Declined - 0.5	AA	Orange	37.7	Declined - 0.5	SED	Orange	31.9	Declined - 0.5	SWD	Orange	38.9	Declined - 0.5	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>49.8% Chronically Absent</td> <td>Increased Significantly 17.7</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>41.6% Chronically Absent</td> <td>Increased Significantly 16.9</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>49.9% Chronically Absent</td> <td>Increased Significantly 18.6</td> </tr> <tr> <td>AA</td> <td> Red</td> <td>50% Chronically Absent</td> <td>Increased 11.8</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>49.7% Chronically Absent</td> <td>Increased Significantly 17.3</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>43.5% Chronically Absent</td> <td>Increased 4.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	49.8% Chronically Absent	Increased Significantly 17.7	EL	 Red	41.6% Chronically Absent	Increased Significantly 16.9	Hisp	 Red	49.9% Chronically Absent	Increased Significantly 18.6	AA	 Red	50% Chronically Absent	Increased 11.8	SED	 Red	49.7% Chronically Absent	Increased Significantly 17.3	SWD	 Red	43.5% Chronically Absent	Increased 4.1
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Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hispanic	Yellow	0.9	Declined - 0.3	EL	 Green	0.9% suspended at least one day	Maintained 0
	AA	Yellow	2.6	Declined - 0.3	Hispanic	 Orange	2.1% suspended at least one day	Increased 0.9
	SED	Yellow	1.1	Declined - 0.3	AA	 Red	8.5% suspended at least one day	Increased 5.6
	SWD	Yellow	1.1	Declined - 0.3	SED	 Orange	2.9% suspended at least one day	Increased 1.5
					SWD	 Red	10.8% suspended at least one day	Increased 9.4
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: 71% responded favorably EL: 74.75% responded favorably Hisp: 71% responded favorably AA: 64% responded favorably SPED: 77% responded favorably				Panorama Survey - School Connectedness All Students (ALL) 65 % Responded Favorably English Learner (EL) 72% Responded Favorably Hispanic (Hisp) 66% Responded Favorably African American (AA) 53% Responded Favorably SPED: 79% Responded Favorably			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 60% responded favorably EL: 61% responded favorably Hisp: 60% responded favorably AA: 56% responded favorably SPED: 53% responded favorably				Panorama Survey - School Safety All students: 57% responded favorably EL: 63% responded favorably Hisp: 59% responded favorably AA: 53% responded favorably SPED: 62% responded favorably			

Metric/Indicator	Expected Outcomes	Actual Outcomes
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
<p>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</p>	<p>Cabot Yerxa continued the 20 minute per day SEL block. Several teachers piloted a curriculum called the Zones of Regulation which teaches students to identify their emotional state using colors, and also teaches what strategies to use if their emotional state is not where they want it to be. The curriculum book, discussion cards, and posters were purchased for 15 teachers.</p> <p>We continued with our PBIS initiative with reward systems in place. We purchased items for our student store, and other items such as stress balls and fidgets to help students who need these.</p>	<p>Materials and supplies for classrooms, Mindfulness Room, counselor, therapist, psychologist, PBIS materials 4000-4999: Books And Supplies LCFF 4000</p>	<p>Materials and supplies for classrooms, Mindfulness Room, counselor, therapist, psychologist, PBIS materials 4000-4999: Books And Supplies LCFF 3256</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.</p> <p>Supplies and materials will be purchased to help support the social emotional and behavioral needs of all students.</p>			
<p>Cabot Yerxa will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.</p>	<p>We held trimester awards throughout the year and had attendance reward parties. Popsicles and other items were purchased. We also hosted a celebration for our 5th grade students and purchased photo backdrops, decorations, and items to make memory jars.</p>	<p>Attendance and academic incentives 4000-4999: Books And Supplies LCFF 3000</p>	<p>Attendance and academic incentives 4000-4999: Books And Supplies LCFF 1500</p>
<p>A Paraprofessional Behavior (Solution's Room Supervisor) will be hired to work with all students, but a stronger emphasis will be with Tier II Behavior Intervention Students. The Solution's Room Supervisor will be integral in establishing Check-in and Check-out Systems with targeted students, as well as supporting other behavior support plans. The focus of these behavior support plans will be to maintain all students actively involved in classroom instruction. The Solution's Room Supervisor will also provide supervision to students needing a break from</p>	<p>The paraprofessional behavior worked with students on Tier 2 behavior plans, and assisted the teachers with students in the classroom. She also provided supervision for our Solutions Room when students needed to take a break due to feeling anxious or stressed.</p> <p>Due to the raise that all classified staff received, this salary was higher than anticipated.</p>	<p>Individual to support Solution's Room and students struggling to maintain emotion regulation 2000-2999: Classified Personnel Salaries LCFF 59848</p>	<p>Individual to support Solution's Room and students struggling to maintain emotion regulation 2000-2999: Classified Personnel Salaries LCFF 76507</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>their classroom and also provide alternate recess to those unable to be on the playground.</p>			
<p>Cabot Yerxa will meet the mental health needs of students by funding a half-time mental health therapist to work with students and their families 2 1/2 days per week. The therapist will provide individual sessions to target the social and emotional needs of the student. Supports will be put into place to assist the student in the classroom and at home, thus allowing for more successes in behaviors and academics.</p>	<p>Cabot Yerxa funded the mental health therapist 2.5 days per week. She provided individual sessions to support the social and emotional needs of Tier 3 students. She also had an intern working under her supervision who ran groups that addressed various topics such as social skills, and anger.</p>	<p>Target social emotional needs 2000-2999: Classified Personnel Salaries LCFF 76430</p>	<p>Target social and emotional needs of Tier 3 students. 2000-2999: Classified Personnel Salaries LCFF 82542</p>
<p>Cabot Yerxa wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will allow students to be more actively monitored and allow for fewer disruptions on the playground.</p>	<p>Cabot Yerxa continued to fund extra time for supervision aides: one extra aide was funded, as well as extra duty for other aides as needed to support with activities around the campus, or to cover when a supervision aide was absent.</p>	<p>Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 18845</p>	<p>Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 20000</p>
<p>Cabot Yerxa will hold School Attendance Review meetings six times a year with families that have chronic tardies and attendance. We will promote positive attendance at the start of the year and hold initial meetings/visit households to promote an improvement in attendance for those struggling. We will work to bring our chronic rate down to less than 20% as we know the negative</p>	<p>Cabot Yerxa held SART meetings throughout the year as needed. We promoted positive attendance with attendance reward parties, such as popsicle parties, and other treats. We did not bring our attendance rate down to less than 20%</p>	<p>SART Meetings None Specified None Specified 0</p>	<p>SART Meetings None Specified None Specified 0</p>

**Planned
Actions/Services**

impact this has on the academic progress of students.

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Cabot Yerxa refined the PBIS initiative by restructuring the expectations and core values to form the acronym LEAD (Learn respectfully, Explore responsibly, And Do things safely). We restructured our reward system, as well, and moved away from electronic points to paper LEAD tickets of various denominations that students can spend in the student store. This has been successful, and student behavior has improved and student connectedness has improved, as well. The student store is in the principals' office, and this allows her to connect with the students, which is in response to the decline in student connectedness. We recognized students for their unique qualities each trimester, and recognized and celebrated the 5th graders as they moved on to middle school. We provided SEL support for students many ways. The 20 minute SEL block at the beginning of the day provided a common time for all students to have a soft start to the school day. Teachers used either Second Step, provided by the district, or Zones of Regulation. Those using Zones saw an improvement in students being able to identify their emotions. The behavior paraprofessional provided Tier 2 and Tier 3 support for students with check ins and breaks for students who were dysregulated. The mental health therapist provided Tier 3 support for students who needed more intense support. A noted improvement in the mental health of all but one of her students was evident. Although we were able to support families after having SART meetings and our attendance rate improved from last year, we did not meet our attendance goals.

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

The salaries of the behavior paraprofessional, supervision aide, and mental health therapist were higher than expected due to the raise that classified staff received this year.

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

Next year, to respond to the decline in school connectedness and school safety, we will add another behavior paraprofessional to our team to help with emotion regulation and to support the full implementation of the Zones of Regulation curriculum to address suspensions, particularly for African American students and students with disabilities. To address chronic absenteeism, we will have an attendance team in place that will meet regularly to monitor students who are at risk of being chronically absent, and who are chronically absent. SART meetings will continue, and more engaging rewards will be planned throughout the year, along with parent incentives, as well t o address chronic absenteeism with a focus on African American, Hispanic, students with disabilities, socio-economically disadvantaged, and English learner student groups, which are all in red on the California Dashboard for chronic absenteeism.

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. Overall in ELA, we are 73.5 points below standard. According to the Star winter benchmark data, 19.7% of our 3rd-5th graders are estimated to score at or above the state benchmark in ELA. This indicates a need to improve first instruction, collaboration, and support students through targeted intervention.
2. Overall in Math, we are 86.1 points below distance met. According to the Star math data, 14% of our 3rd-5th students are estimated to score at or above the state benchmark. This indicates a need to improve first instruction, collaboration, and support student need through targeted interventions in math.
3. All student groups are struggling, but SWD are drastically lower in both math and ELA and on both Star assessments. More collaboration between SpEd and Gen Ed teachers is necessary, and reorganizing the RSP schedule to allow for more SAI minutes is necessary. Further professional development for teaching reading is necessary for SpEd teachers, as well.
4. Our Hispanic subgroup declined 7.2 points in both ELA and increased 4.3 points in math. This is our largest subgroup and additional attention will need to be focused on better ways to meet their needs in reading while continuing to improve their progress in math.
5. Based on ELPAC scores, 54.9% of our EL students increased at least one ELPI level, which is up from 49.4% last year. However, we had 34% of students maintain ELPI levels lower than 4. We need to ensure our Designated time is targeting the needs of our EL students, and that integrated ELD is occurring throughout the day in all subjects. Further data analysis during PLC time, as well as professional development through the district ELD department will be focused on during the 2024-2025 school year.
6. Based on CAASPP scores, "All Students" declined over 73 points in ELA, and AA and Homeless groups declined 15.8 and 60.9 points respectively. As grade level teams are trained in structured PLC planning, focus must be given to monitoring monitoring student progress.












UPDATE:







On the 2023-2024 California dashboard, all students and students with disabilities are in ATSI for English language arts. African American, homeless, and white students all declined in ELA on the CAASPP, as well, but they had less than 30 students in each, so they were not included in the ATSI performance level. After reviewing data with the Guiding Coalition and School Site Council, it was determined that more time for teacher collaboration was necessary so that teachers can create common formative assessments, analyze data, and determine best instructional practices. 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 we will continue with our 5th session with Michael Maffoni for more training on our PLC initiative.

Only 45.8% of EL students score proficient on the ELPAC. More focus on strategies and intervention for English learners is needed.

It was decided to discontinue funding for an academic coach and bring on a literacy coach funded by the LCRS grant. The literacy coach is helping teachers with effective tier 1 instruction in reading, and has restructured the grade level small group hour and work will work with teachers during ELA action planning days and collaboration time to train teachers in using pieces of the curriculum to provide effective intervention for students.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All	 Red	73.5 points below standard	Decreased - 7.5 points	All	Orange	70.5 points below standard	Increase 3 points
	EL	 Red	76 points below standard	Decreased - 9.4 points	EL	Orange	73 points below standard	Increase 3 points
	Hisp	 Orange	69.7 points below standard	Decreased - 7.2 points	Hisp	Yellow	66.7 points below standard	Increase 3 points
	AA	 Grey	122.7 points below standard	Decreased Significantly -15.8 points	AA		119.7 points below standard	Increase 3 points
	SED	 Red	73.5 points below standard	Decreased - 7.8 points	SED	Orange	70.5 points below standard	increase 3 points
	SWD	 Red	133.8 points below standard	Decreased - 12.4 points	SWD	Orange	130.8 points below standard	Increase 3 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)	All	 Yellow	86.1 points below standard	Increased +6.4 points	All	Yellow	83.1 points below standard	increase 3 points
	EL	 Orange	91.6 points below standard	Maintained - 1.9 points	EL	Yellow	88.6 points below standard	increase 3 points
	Hisp	 Yellow	84.4 points below standard	Increased +4.3 points	Hisp	Yellow	81.4 points below standard	increase 3 points
	AA	 Grey	115 points below standard	Increased Significantly +22.5 points	AA		105 points below standard	increase 10 points
	SED	 Yellow	86.3 points below standard	Increased +6.1 points	SED	Yellow	83.3 points below standard	increase 3 points
					SWD		122.5 points below standard	increase 3 points

Metric/Indicator	Baseline	Expected Outcome																
	<table border="1"> <tr> <td>SWD</td> <td></td> <td>125.5 points below standard</td> <td>Increased Significantly +15 points</td> </tr> </table>	SWD		125.5 points below standard	Increased Significantly +15 points													
SWD		125.5 points below standard	Increased Significantly +15 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)	<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td> Green</td> <td>0.556%</td> <td></td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	0.556%		<table border="1"> <thead> <tr> <th></th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>English Learner Progress Indicator</td> <td>Green</td> <td>59%</td> <td>increase 3 points</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	59%	increase 3 points
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Green	0.556%																
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Green	59%	increase 3 points															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	<p>English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate</p> <p>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.</p>	<p>English Learner Reclassified Fluent English Proficient (RFEP) Reclassification Rate</p> <p>16% of students will be designated RFEP.</p>																
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>16% will score at or above the state benchmark in ELA. The subgroups are as follows: EL 3% Hispanic 14% African American 28% SWD 3%</p>	<p>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</p> <p>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%</p>																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%																

Planned Strategies/Activities

Strategy/Activity 1

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:

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.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:
African American, homeless, white

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant Principal
Instructional coach
Literacy coach
Guiding Coalition
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost for one year of partnership with a Solution Tree Associate
Amount	12000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to support classroom instruction and intervention in both reading and math
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

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

All

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

LCFF

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

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. 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.

Students to be Served by this Strategy/Activity

English Learner

Timeline

07-01-2024 -
06-30-2025

Person(s) Responsible

CYES Principal
CYES Assistant Principal
CYES Teachers
CYES Instructional Coach
CYES Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	16886
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

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
CYES Staff
Community Members

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licensing rights, software, online programs

Strategy/Activity 5

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:

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.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	43575
Source	Title I

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference fees, travel expenses, hotel costs
Amount	5359
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.

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

All

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant Principal
CYES Kindergarten Teachers
CYES Kindergarten Aides
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	8494
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.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Educational Partner Input Processes Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Parent Participation in Educational Partner Input Processes - 107 Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 95% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 98% responded favorably African American (AA) No responses recorded for this subgroup	Parent Participation in Educational Partner Input Processes - 200 will participate 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) - 95% responded favorably Hispanic (Hisp) - 97% 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) - 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.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:
African American, Homeless, White

Timeline

07-01-2024
06-30-2025

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	2908
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 Panorama survey

Students to be Served by this Strategy/Activity

All

Timeline

07-01-2022
06-30-2023

Person(s) Responsible

Principal
Assistant Principal
Counselor
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF

Budget Reference

4000-4999: Books And Supplies

Description

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

1. We must continue to have dedicated time to teaching social skills. Students with disabilities and African Americans were our only student groups in orange for suspensions and need to be targeted with additional support.
2. Based on Panorama data from the students, safety is the top concern for them. Physical contact and students being mean and spreading rumors were the biggest concerns for our students.
3. When looking at school connectedness, 61% of our students felt close to someone at school. African American students responded less favorably than the other student groups.
4. Chronic absenteeism is a serious concern for all student groups: African American, Hispanic, Students with Disabilities, Socio-economically Disadvantaged, and English Learners. We need a new way to address this.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																
Student Attendance Rates All Students (ALL)	Student Attendance Rates as of May 7, 2024 All Students (ALL) - 90.7%	Student Attendance Rates All Students (ALL) - 95%																
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change					<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change				
St. Group	Color	DFS/Percentage	Change															
St. Group	Color	DFS/Percentage	Change															

Metric/Indicator

Baseline

Expected Outcome

African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

All	Red	49.8% Chronically Absent	Increased Significantly 17.7
EL	Red	41.6% Chronically Absent	Increased Significantly 16.9
Hisp	Red	49.9% Chronically Absent	Increased Significantly 18.6
AA	Red	50% Chronically Absent	Increased 11.8
SED	Red	49.7% Chronically Absent	Increased Significantly 17.3
SWD	Red	43.5% Chronically Absent	Increased 4.1

All	Yellow	46.8%	Declined Significantly 3%
EL	Yellow	38.6%	Declined Significantly 3%
Hisp	Yellow	46.9%	Declined Significantly 3%
AA	Yellow	47%	Declined Significantly 3%
SED	Yellow	46.7%	Declined Significantly 3%
SWD	Orange	42.5%	Declined 1%

Suspension 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
All	Orange	2.8% suspended at least one day	Increased 1.4
EL	Green	0.9% suspended at least one day	Maintained 0
Hisp	Orange	2.1% suspended at least one day	Increased 0.9
AA	Red	8.5% suspended at least one day	Increased 5.6
SED	Orange	2.9% suspended at least one day	Increased 1.5
SWD	Red	10.8% suspended at least one day	Increased 9.4

St. Group	Color	DFS/Percentage	Change
All	Yellow	1.8% suspended at least one day	Declined 1%
EL	Green	.4% suspended at least one day	Declined .5%
Hisp	Yellow	1.1% suspended at least one day	Declined 1%
AA	Orange	6.5% Suspended at least one day	Declined 2%
SED	Yellow	1.9% Suspended at least one day	Declined 1%
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
Baseline Data:
All students: 92% responded favorably
AA: 91%
Hisp: 92%

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

Expulsion Rates
All Students (ALL)
None
English Learner (EL)
None
Hispanic (Hisp)
None

Metric/Indicator	Baseline	Expected Outcome
	African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None	African American (AA) None Socioeconomically Disadvantaged (SED) None Students with Disabilities (SWD) None
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 69% responded favorably EL: 73% responded favorably Hisp: 69% responded favorably AA: 69% responded favorably SPED: 97% responded favorably	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.

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

- English Learner
- Foster Youth
- Low Income

- Students with Disabilities
- Specific Student Groups:
African American, homeless, white

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant Principal
CYES Teachers
Psychologist
Therapist
Paraprofessional Behavior
Counselor

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Cabot Yerxa will 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.

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities

X Specific Student Groups:
African American, Homeless, White

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal
Assistant Principal
CYES Staff
CYES Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance and academic incentives
Amount	956
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

07-01-2023
06-30-2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	135957
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Individual to support Solution's Room and students struggling to maintain

Strategy/Activity 4

Cabot Yerxa will 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

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant principal
Therapist
Counselor
Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	79330
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Target social emotional needs

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal
Assistant Principal
Supervision Aides
Playworks Coach

Proposed Expenditures for this Strategy/Activity

Amount	18981
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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement events	1,851	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				
Conscious Education	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	\$150,999
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$402,724.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	148,092	0.00
Title I Part A: Parent Involvement	2,908	0.00
LCFF	251,724	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	\$148,092.00
Title I Part A: Parent Involvement	\$2,908.00

Subtotal of additional federal funds included for this school: \$151,000.00

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	\$251,724.00

Subtotal of state or local funds included for this school: \$251,724.00

Total of federal, state, and/or local funds for this school: \$402,724.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	251,724.00
Title I	148,092.00
Title I Part A: Parent Involvement	2,908.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,734.00
2000-2999: Classified Personnel Salaries	259,648.00
4000-4999: Books And Supplies	31,767.00
5800: Professional/Consulting Services And Operating Expenditures	78,575.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	956.00
2000-2999: Classified Personnel Salaries	LCFF	234,268.00
4000-4999: Books And Supplies	LCFF	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	31,778.00
2000-2999: Classified Personnel Salaries	Title I	25,380.00
4000-4999: Books And Supplies	Title I	17,359.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	73,575.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,908.00

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			
Michelle Castillo-Soto			X		
Celeste Sawtelle		X			
Autumn Evangelista		X			
Christina Keto				X	
Corina Noal				X	
Kimberly Verdugo				X	
Ana Navarrete				X	
Codi Harmon				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 November 7, 2024.

Attested:



Principal, Andrea Guaydacan on 11/18/2024



SSC Chairperson, Mary Bousquet on 11/18/24

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>
<p>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.</p> <p>UPDATE: 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,</p>			

<p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>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</p>			

<p>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.</p>			
<p>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.</p> <p>UPDATE: 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.</p>			
<p>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.</p>			

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.

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

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			

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

<p>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.</p>			
<p>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.</p>			
<p>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.</p>			

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its 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/guidanceuseinvestment.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/guidanceuseinvestment.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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