

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

| | |
|-----------------------------------------------|--------------------------------------------------|
| School Name | Cathedral City Elementary |
| Address | 69-300 Converse Road Cathedral City, CA 92234 |
| County-District-School (CDS) Code | 33-67173-6032403 |
| Principal | Brenda Santana |
| District Name | Palm Springs Unified School District |
| SPSA Revision Date | 7/1/23-6/30/24 |
| Schoolsite Council (SSC) Approval Date | 10/05/23 |
| Local Board Approval Date | 11/14/23 |

This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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

School Profile

Cathedral City Elementary School is located in Cathedral City, California within the Palm Springs Unified School District. Cathedral City Elementary School provides services for approximately 670 students in grades TK-5th grades. Cathedral City Elementary also provides the following special education programs on site: speech and language services, RSP services, and mild/moderate SDC classrooms. A special education collaboration model is utilized at CCE. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students.

To ensure a smooth transition from Early Childhood Education (ECE) to Kindergarten, one Kindergarten teacher from each elementary school will meet three times each year with ECE teachers to discuss the necessary skills needed for a successful ECE to Kindergarten transition. These meetings will be held at the District Office or virtually and facilitated by the ECE Principal who shall gather input from the elementary school principals and/or Kindergarten department leads. The incoming ECE students will also have the opportunity to visit the Kindergarten classrooms. Each year, the parents of incoming kindergarten students will have the opportunity to attend an informational Kindergarten meeting at the elementary school to meet the elementary school principal and Kindergarten teachers. The parents will be provided with instructional materials and supplies to assist their students over the summer. These articulation efforts and meetings will be supported through centralized Title I funds.

The following school plan (SPSA) is generated based off of an analysis of student achievement data completed by staff and the School Site Council. The actions and expenditures are adjusted to address the needs of the students. The SPSA is reviewed and monitored in the fall and the spring.

Students are assessed utilizing probes selected from the core curriculum, Imagine Learning, STAR interim assessments, and common grade level created assessments. This data is used to target tier I instruction including small teacher-led groups and to develop/monitor tier II intervention groups.

Cathedral City Elementary School worked cooperatively with the District Office to revise this school plan. The plan is developed according to specific guidelines established by the California Department of Education and Education Code.

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Homeless and Students with Disabilities (SWD)

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

- Teachers: An email was sent to teachers on 08/15/22 asking for nominations for two vacancies by 8/22/22. A google form ballot was emailed to teachers on 8/23/22 with three nominations: Tracy Darrin, Tiffany Cobb, and Rosalind Orduno. Voting closed on Tuesday, August 30, 2023 at 9:00 am and Tracy Darrin and Tiffany Cobb (Silva) were elected. .
- Other - (Since it is a two year term- this was from 2021-22) An email was sent to all Classified and teachers without a roster asking for nominations for one vacancy by 9/2/01. A google form ballot was emailed to classified staff and teachers without a roster on 9/2/21 with four nominations on the ballot: Wendy Nelson, Mary Perez, Teri Henderson and Kaitie King. with a closing date of 9/7/21. Mary Perez won the election with 56.3% of the votes.
- Parent - A parent nomination google form for 4 vacancies was emailed home via Blackboard and Class Dojo on 8/15/22 and due on 8/26/22. Four parents were nominated to be on the ballot. Amberlea Martinez, Monica Gutierrez, Jimmica Anderson and Aratzi Pineda were all placed on the ballot that closed on 9/2/22. All four were selected to be on SSC.

SSC Meeting Dates and Topics - All Virtual Meetings:

9/7/22 - Annual training

9/29/22 - Elections of Chairperson, Vice-Chairperson, & Secretary, bylaw review, School Safety Plan Review, Uniform Complaint Procedure, Parent & Family Engagement Policy and Home School Compact, End of Year 21/22 data reviewed, SPSA goals reviewed and input given for revisions, School Plan Alignment was discussed, Professional Development Plans were established, reading intervention program was reviewed for tier II, additional title I budget shared and input was given on how to spend additional money based on data, parent education opportunities shared.

01/31/23- Approval of minutes, Parent Education opportunities presented, budget/funding updates, ELAC report, Title I and LCAP projections were reviewed, review progress towards SPSA actions, Panorama survey information presented

05/03/23 - Approval of minutes, review SPSA 22/23 evaluation, review draft of 23-24 SPSA actions/expenditures, approval of 23/24 SPSA, LCAP input- presentation shared and input provided to PSUSD, ELAC/DELAC report, Panorama and attendance data shared.

ELAC Meeting Dates and Topics concerning the SPSA:

09/06/22 -DELAC, ELAC training, PTG and other opportunities explained. Review of School Site Council roles.

01/19/23 Election results, Bylaws, DELAC review and upcoming events/opportunities

02/07/23 - Revision of bylaws, Panorama Survey, Opportunities for involvement

04/27/23 - DELAC updates, Testing updates, new opportunities for involvement

Site Leadership Meeting Dates and Topics concerning the SPSA:

The following meetings included relevant topics related to the SPSA actions or data:

Summer Leadership- 08/01/22 Topics discussed: Goals for the year, focus areas, Reading A-Z/Running Records program, PLC expectations, Assessments/Data, Instructional goals

9/22/22 - SMART Goals/IAB's data, Attendance plans, Beginning of the Year assessments/high needs areas

10/25/22 - Tier I (academics and behavior) discussed, best first instruction practices, PD: UDL, Assessments: STAR, Professional Development opportunity on site with TOSA based on input from meeting

11/8/22 - Data discussion: Reading A-Z and other Assessments, SMART Goals, PLC's discussions around data

12/13/22- Assessment discussion- testing SBAC and ELPAC

1/24/23 - Assessments check in, Goals Bulletin Board, Panorama Survey, SEL- calming corners, ELPAC & Interim assessments, Intersession for students, Equity and identifying equity gaps, rewriting the schools vision/mission so that it aligns to the work we are doing

2/14/23- IContinue new mission statement, CA dashboard and data discussion, ATSI discussion analysis around attendance, SBAC discussion,

3/14/23 - SMART Goals/review, ATSI: 5 why's activity for ELA and Math, Vertical articulation centered around writing, Intervention/Intersession, CAASPP and ELPAC updates,

4/25/23- District LCAP Survey, Input provided for bell schedules, instructional schedules, materials and supplies needed for next year, data on articulation spreadsheet, Panorama Survey Data

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and

Panorama Survey input, the SSC recommended the following revisions to the SPSA:

1. Fund training for school counselor, community liaison, or administrators to bring back ideas and resources to address student social emotional needs, tier I and tier II programs, and school attendance.
2. Provide opportunities for parent nights to help parents understand ELA and math concepts and strategies taught in the classrooms. This will allow parents to be a part of supporting students at home with homework. Three days will be planned to provide primary and secondary support to parents in helping students succeed in math.
3. Fund supplemental supplies & materials to support the school-wide attendance plan in order to improve average daily attendance and decrease chronic absenteeism.
4. Continue to fund professional development stipend funds to address follow-up staff training.
5. Continue to fund intervention support to occur during ELA guided reading.
6. Continue after school language development support for newcomers and/or beginners.
7. Continue to fund teacher collaboration to better analyze data and plan best first instruction for students.
8. Continue to fund Spring Break intersession/Saturday schools for 3-5 grade students in preparation for SBAC testing.

Resource Inequities

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

In the past two years, inequities were identified for our Students with Disabilities and Homeless subgroups. CA dashboard data for these two groups from 2021-22 indicate that these groups are in the status level considered to be very low. English Learners progress was measured at a medium level with 45.3 % of students making progress toward English Learner Proficiency. In ELA, there were a total of 5 subgroups that scored in the very low-status level. The group of Students with Disabilities scored 161 points below standard and the subgroup of homeless students scored 92.3 points below standard. In Mathematics, the subgroup of Students with Disabilities scored 162.7 points below standard and the subgroup of Homeless students scored 95.5 points below standard. Therefore, the actions addressing Homeless groups and SWD groups will continue for the 2023-2024 school year. Tier II intervention in Reading will continue to be a priority. We will add an emphasis to track data for our homeless students and SWD. In partnership with the Special Education case carriers, we will look at data for our students with disabilities and monitor interventions for them. Common grade-level assessments and SMART Goals will also track and monitor Homeless, EL, and SWD groups. Intersessions and Saturday School will be planned for students in the above-named subgroups having first priority to attend.

On the State Benchmark, Star Reading test, the Proficiency scores stayed the same from winter of 21-22 to winter of 22-23 at 17.5% of students scoring a level 3 or 4. On the State Benchmark, Star Math test, the Proficiency scores improved from 9.9% in the winter of 21-22 to 11.1% proficiency during the winter of 22-23. These State Benchmark Star scores indicate a further need for improvement in both ELA and math. As a result of this data, we will do the following to help improve overall data, but will closely monitor subgroup data and prioritize those with the highest need such as Homeless and Students with Disabilities.

In the area of:

- Guided Reading - Prioritize EL and Homeless students scoring in the intensive range on a common foundational reading assessment during guided reading for targeted intervention. The master schedule will continue to provide a block of time to allow SWD to have focused intervention without interfering with core instruction.
- Newcomer English Support - Newcomer after-school language development support will be provided on Wednesdays after school. If there are not enough newcomers, the support can transition to beginners.
- Professional Development & Collaboration Time - Teachers and academic coach will have a specific focus on identifying strategies, including Kagan Engagement strategies and UDL, in order to support SWD and EL student groups. This is monitored through short-cycle assessments and performance tasks that disaggregate the data for these two student groups. Teachers will continue to collaborate weekly for purposes of lesson planning to improve first instruction around the area of math. They will focus on High Impact strategies, mental math routines and Guided Reading activities. Additionally, we will work together to implement and focus on teaching RACE strategies from TK-2nd grade to improve our writing and speaking. This strategy has been agreed upon through the analysis of data with the leadership team.

Chronic absentee rates began to climb prior to the school closure, climbed during distance learning and are steadily staying higher than we would like. This area needs to be addressed in the 2023-2024 school plan as our percentage of

chronically absent student rate has increased by 2% from 42.1% to 44.2% as compared to last year. The CA dashboard indicates that all 5 significant subgroups were in the very high level of absenteeism with the highest percentage being the students in the Homeless group with 34.8% of the 115 students being chronically absent. Of the 100 Students with Disabilities, 29% of them are chronically absent.

The following actions will be continued or added to the 2022-2023 school plan:

- Funds have been allocated for the attendance committee to utilize for enrichment opportunities and supplies to motivate and encourage student attendance improvement. This focus will specifically look at the students in the Homeless and Disabilities subgroup and target those students first.
- Funds have been allocated to provide the recess team with monthly training and support in order to best meet student needs and build relationships on the playground.
- The discipline committee will continue to meet monthly and establish a school-wide tier I system of expectations and tier II plan of targeted supports as well as positive reinforcements.

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.

Through Panorama Survey, families reported an increase in most areas, indicating above 94% in every area and above the district average. Climate and Support for Academic Learning did decrease by 3 points to 95% for Cathedral City Elementary.

Students indicated a 4% decrease to 82% in Climate of Support for Academic Learning. Staff scored this area at 90% as well. Although there were minimal decreases, the area of Climate and Support for Academic Learning continues to be an area of strength for Cathedral City Elementary.

Data presents a few more successes this year:

During 2023 Panorama Survey window, Cathedral City Elementary recorded 142 responses in the family survey. Two other areas of strength included Sense of Belonging at 97% and Safety at 95%.

2021-22 CA Dashboard indicates a Suspension rate of 0.4%.

2021-22 CAST results indicate that 21.81% of 5th grade students met or exceeded the standards for science as compared to the previous 2018-19 test results which only had 16.52% of students meeting or exceeding the 5th-grade science standards.

2021-22 Summative ELPAC results indicate that 44% of the 323 students tested scored at a level 3 or 4.

Supporting Actions:

The work with the school counselor and student success committee to develop expectations for behavior as well as lesson plans and videos to use in classrooms has helped keep our suspension rate low.

The success of technology use and integration by students and staff is supported by the action and funding put towards technology equipment and supplies. All staff was provided with working or updated laptops and document cameras. View Sonics were also purchased for all classrooms except for PE. The School Community Liaison assisted parents via Class Dojo this year as we still had in-person restrictions. This technology, along with newly learned strategies and programs, will all be in place for the start of next school year with continued funding dedicated to any technology device replacement that arises.

The School Community Liaison also supported the increase in parent partnerships. She frequently utilized Class Dojo as a school and communicated with individuals via Class Dojo. She communicated, reminded, and assisted parents with zoom in order to connect and attend their children's IEPs and SSTs resulting in over 90% parent attendance rates - higher than in-person meetings. The site-funded School Community Liaison position will continue to be funded for next year and strategies such as the use of Class Dojo and virtual meeting options will continue.

Professional development in ELA and Math focusing on claims, targets, teacher talk moves/math discourse, and cooperative learning have all included supports for our English Learners. In addition, those in need of additional support in reading foundations had an opportunity to attend Reading Intervention classes. A site Title I Intervention teacher and Paraprofessional along with a District LCAP funded Reading Interventionist have been in place this year. They have managed to monitor and work with 130 students in

Reflections: Success

small groups on a daily basis. They focus on reading comprehension and reading skills. Kagan Training day 5 took place in October, teachers were supplied with materials needed to implement these engagement strategies into their lessons. Our site and district TOSA provided a voluntary Professional Development day around math instruction and Guided Reading support for teachers in December on a Saturday. Both professional development and reading intervention are actions that are continuing next year with an emphasis on targeting the needs of EL students. Saturday academies for Science Test Prep as well as a 5 day Spring Intersession were added to support students with disabilities as well as our homeless subgroups.

Due to our suspension rate, it is evident that our current Playworks practices at recess are crucial. Being short-staffed this year, we made sure that key components of Playworks were still taught, however, a more consistent focus needs to take place next year. The Playworks Program will continue for the 23-24 school year with additional site-funded supervision aides. Meetings were held weekly this year with the recess team to train them in new practices, analyze data for hot spots, and to provide additional resources for them. The Student Success Committee will also continue their work from 2023-24 establishing a multi-tiered system of supports including tier I behavior expectations and supports, along with tier II interventions.

Additional PD opportunities will be made available in the area of mathematics to help support students and provide a more targeted tier 2 approach. Teachers will continue collaboration and planning sessions after school to create lesson plans that target specific needs based on data. Saturday PD and planning opportunities as well as after-school opportunities working with our site TOSA to improve mathematics practices in the classroom.

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

Academics:

1. Performance gaps were evident in the 2022 California Dashboard. In the area of ELA, Students scored 75.8 points below Very Low (Deep Purple level). Students with Disabilities scored 161 points below very low and Homeless students scored 92.3 points below very low, both indicating a need in this area. Current STAR data in Reading(State Benchmark) for Winter of 2022-23 suggests that 17.5% of our students are projected to meet or exceed standards in Reading. According to STAR Data, 92% of students designated as SWD scored less than proficient indicating a need for support in this area.

2. Performance gaps were evident in the 2022 California Dashboard in the area of mathematics. Students scored 84 points below low in the purple range. Students with Disabilities scored 162.7 points below very low in the deep purple level and Homeless students scored 95.5 points below very low in the deep purple level as well. Winter of 2022-23 STAR data in Mathematics suggests that 11% of our students are projected to meet or exceed standards in Mathematics. According to STAR Data, 96% of students designated as SWD scored less than proficient indicating a need for support in this area.

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

ELA - SMART goals data

K: KN.A.RF.C.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text: 48 Intensive, 16 at Strategic level, and 27 with a Core level understanding-- ESGI Assessment

1st: 49/87 (45 ELs) - scored Strategic and Core understanding in Reading. RI 1.3 Wonders Assessment

2nd: 65/94 students are proficient or advanced in second-grade sight words.

3rd: 73/83 students scored in Strategic or Core understanding using the FIAB assessment in RL & RI 1, 6 and 9

4th: 57/97 Students scored Strategic and Core understanding on RI 4.1 Main Idea and Detail

5th: 79/101 students (27/44 EL's) scored Strategic and Core understanding in RI 2 SMART Goal post-test.

Math - (mid-year) SMART Goals data

K: Addition to 5: 27 Intensive, 25 Strategic, and 38 with a Core understanding of the concept. ESGI Assessment

1st: 59/94 - Scored Strategic or Core in Bridges Curriculum Assessment NBT1, NBT 2, NBT 3

2nd: 75/93 students were proficient or advanced in OA2 Representing and solving problems in addition and subtraction

3rd: 89/90 students Scored Strategic or Core in OA 1, 5, 7, 9

**Reflections:
Identified
Need**

4th: 35/97 students scored Strategic or Core in Multiplication 4.OA.3 Solve multi
5th: Multiplying multi-digit whole numbers and decimals- 36/102 intensive, 21/102 Strategic, and 45/102 Proficient.

Chronic Absenteeism: Daily attendance rates fell to 89.29% and chronic absenteeism increased to 44% which is alarming. This year we have a new TK/K SDC classes with 14 new students and a majority of the students in that class are chronically absent. It is also important to note that 21/34 SDC students are chronically absent. Our students identified as homeless have a 34.8% Chronic Absenteeism rate (deep purple and very high) on the California Dashboard. This is an area of identified need.

Suspension Rate: This year our suspension rate increased from 0.4% to 1.1% from last year. Students have had a difficult time reintegrating to daily school life and have needed intervention support. This is supported by the 79 office referrals, up 6 from last year. Therefore, supporting actions are listed below to help students with the transition back and to continue to reduce behavior incidents and the suspension rate.

Student Climate Survey: In the latest Panorama Survey from Winter 2022-23 students' results reported a slight decrease in the four areas (Climate of Support for Academic Learning - down 4 points, Knowledge and Fairness of Discipline, Rules, and Norms- down 4 points, Safety - down 3 points, Sense of Belonging - down 8 points).

Student SEL survey: In the latest Panorama Survey from Winter 2022-23 students' results reported a decrease in all five areas: Growth Mindset (down 5 points), Social Awareness (down 5 points), Grit (down 7 points), Self Management (down 5 points) and Self-Efficacy

STAR ELA data (State Benchmark): data indicates that students scored 17.5% proficient during winter of 22-23 as compared to 17.4% proficiency during the same period in 21-22. This still indicates a need for support in ELA.

STAR Math data (State Benchmark): data indicates that students scored 39.7% proficiency during winter of 22-23 as compared to 40.8% during winter of 21-22. This still indicates a need for support in Mathematics.

Supporting Actions:

Professional Development: Support for teachers to plan and support students with best first-tier I instruction - ELA PD and Bridges PD will be provided by Site TOSA to support teachers in providing students the best strategies. Last year, we were able to provide this on a Saturday and we had a great turnout, and they have continued asking for this again. Strategies and coaching from years 1 and 2 will need to continue and be monitored by site TOSA and administration with expectations being set for all grade levels. Staff will receive UDL training so that all students, specifically our SWD and EL groups, are actively engaged and can access learning. Finally, an academic coach will be provided by the district to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines. Our special education staff will continue to receive targeted professional development with the general education teachers. Additional paid collaboration time and follow-up coaching will have a specific focus on strategies for EL and SWD groups. Grade levels will desegregate short-cycle data by SWD and EL groups in order to identify specific strategies to meet their needs.

Academic & Language Intervention/Support - The Guided Reading Intervention Program will continue to be funded for the 2022-2023 school year to address students who have significant achievement gaps in reading foundations. This support will prioritize English Language Learners as well as students under the homeless category when targeting students for additional support. This includes the intervention program Fountas and Pinnell which is used by our site funded by 1 teacher and one paraprofessional. Special Education teachers will have dedicated time during guided reading to target the individualized needs of our students with disabilities without interrupting core instruction. Priority will be given to EL students for guided reading intervention support. Furthermore, an action was added to provide newcomers and/or beginners additional after-school weekly support on Wednesdays in language development.

Suspension Rates: School-wide discipline and suspension rates will be addressed through the continued push of tier I school-wide common expectations and tier II interventions via our site Student Success Committee. This work will be led by the school counselor. Funds have been allocated to provide the counselor with additional opportunities for training and training for the recess team. Administrators and counselor attended Capturing Kids' Hearts conference and will provide staff with some strategies that can be implemented in daily SEL lessons and in building relationships with students.

Chronic Absenteeism: The attendance committee will revise their plan and include strategies and motivators to target all chronic groups of students which are currently at 44%. The school community liaison will take an active role in this committee/plan and she will work on a monthly communication to go out to parents with tips, calendar, and parent involvement opportunities. In addition, she will continue to communicate via social media platforms to engage parents and involve them in our community events.

Additional actions necessary to support low-income students, English Learners, and homeless/foster youth include purchasing additional high-interest and multicultural library books for teachers to have in their classroom libraries and in the main school library. In addition, additional instructional supplies for classroom teachers will be purchased such as magnetic letters, phonics games, art materials for centers, and other phonics supports for students in K-3. The after-school intervention will also be added for an 8-week period targeting 3rd-5th grade students.

To support students' emotional needs in the classroom, calming corner supplies and materials will be purchased to be replenished in classrooms. The counselor will put these together for classrooms along with lessons and materials to teach students to use these properly to help regulate and identify behaviors. This will help students focus and change their mindsets in order to be successful at school.

After data review in ELA and Math, additional training in ELA/guided Reading instruction and Mental Math practices will be offered for teachers on a voluntary basis for a Saturday day of Professional Development. The 21-22 CAASPP data indicated that in ELA, 3rd grade scored 13.5% proficient, 4th grade scored 17.5% proficient and 5th grade scored 31.5 while in Math CAASPP data, 3rd grade scored 14.3% proficient, 4th grade scored 14% proficient and 5th grade scored 18.5% proficient.

In addition, three different math parent nights will be added to support parents with understanding concepts at home which will be helpful in supporting students with homework and grasping concepts.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | % | % | 0% | | | 0 |
| African American | 2.4% | 1.85% | 1.68% | 16 | 12 | 11 |
| Asian | 0.8% | 0.46% | 0.31% | 5 | 3 | 2 |
| Filipino | 0.8% | 0.62% | 0.46% | 5 | 4 | 3 |
| Hispanic/Latino | 91.3% | 92.60% | 92.65% | 599 | 601 | 605 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 3.5% | 3.24% | 3.06% | 23 | 21 | 20 |
| Multiple/No Response | 1.2% | 1.23% | 1.84% | 8 | 8 | 12 |
| | Total Enrollment | | | 656 | 649 | 653 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 109 | 112 | 123 |
| Grade 1 | 102 | 102 | 92 |
| Grade 2 | 113 | 101 | 103 |
| Grade3 | 112 | 111 | 106 |
| Grade 4 | 106 | 113 | 113 |
| Grade 5 | 114 | 110 | 116 |
| Total Enrollment | 656 | 649 | 653 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|--------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 411 | 381 | 289 | 61.6% | 54.7% | 44.10% |
| Fluent English Proficient (FEP) | 58 | 107 | 103 | 8.7% | 15.4% | 15.70% |
| Reclassified Fluent English Proficient (RFEP) | 29 | 61 | 31 | 6.5% | 14.8% | 10.7% |

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 649 | 96.6 | 50.8 | 0.9 |
| Total Number of Students enrolled in Cathedral City Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---------------------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 330 | 50.8 |
| Foster Youth | 6 | 0.9 |
| Homeless | 100 | 15.4 |
| Socioeconomically Disadvantaged | 627 | 96.6 |
| Students with Disabilities | 83 | 12.8 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 12 | 1.8 |
| American Indian | | |
| Asian | 3 | 0.5 |
| Filipino | 4 | 0.6 |
| Hispanic | 601 | 92.6 |
| Two or More Races | 8 | 1.2 |
| Pacific Islander | | |
| White | 21 | 3.2 |

Conclusions based on this data:

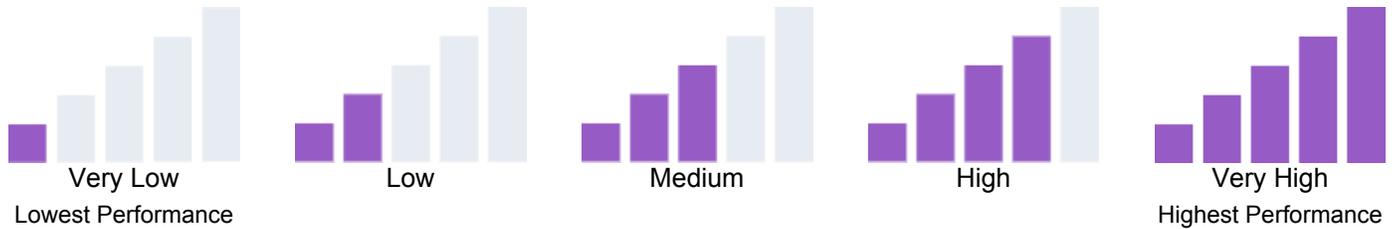
1.

School and Student Performance Data

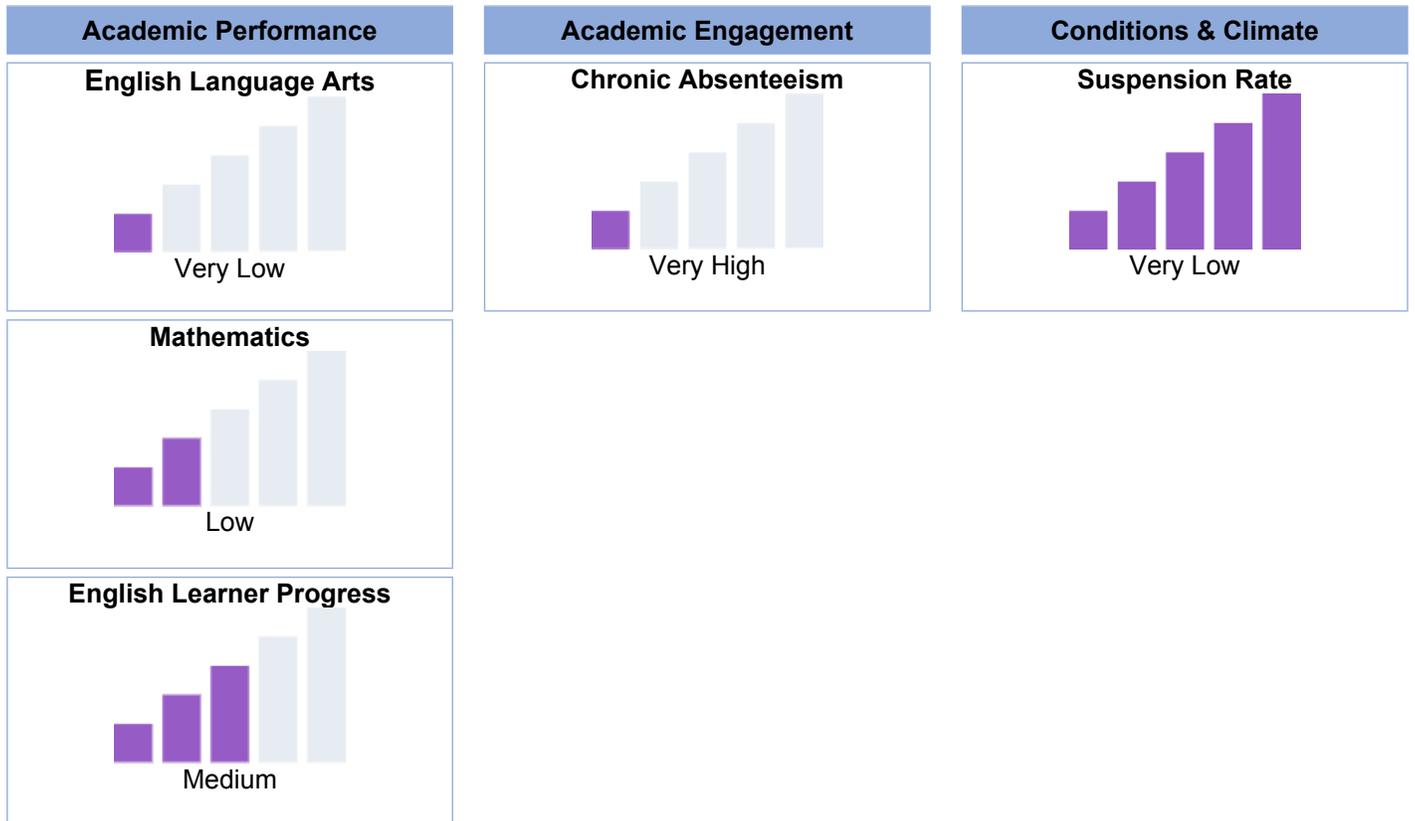
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- 1.

School and Student Performance Data

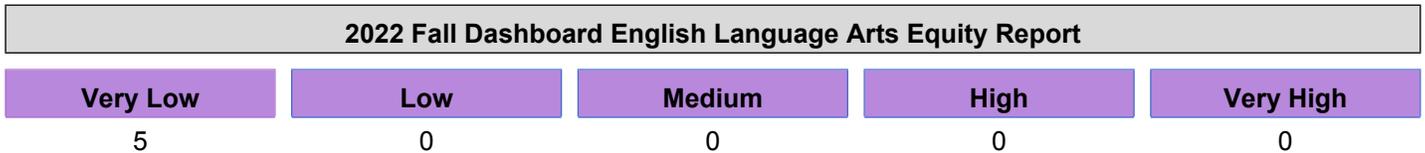
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

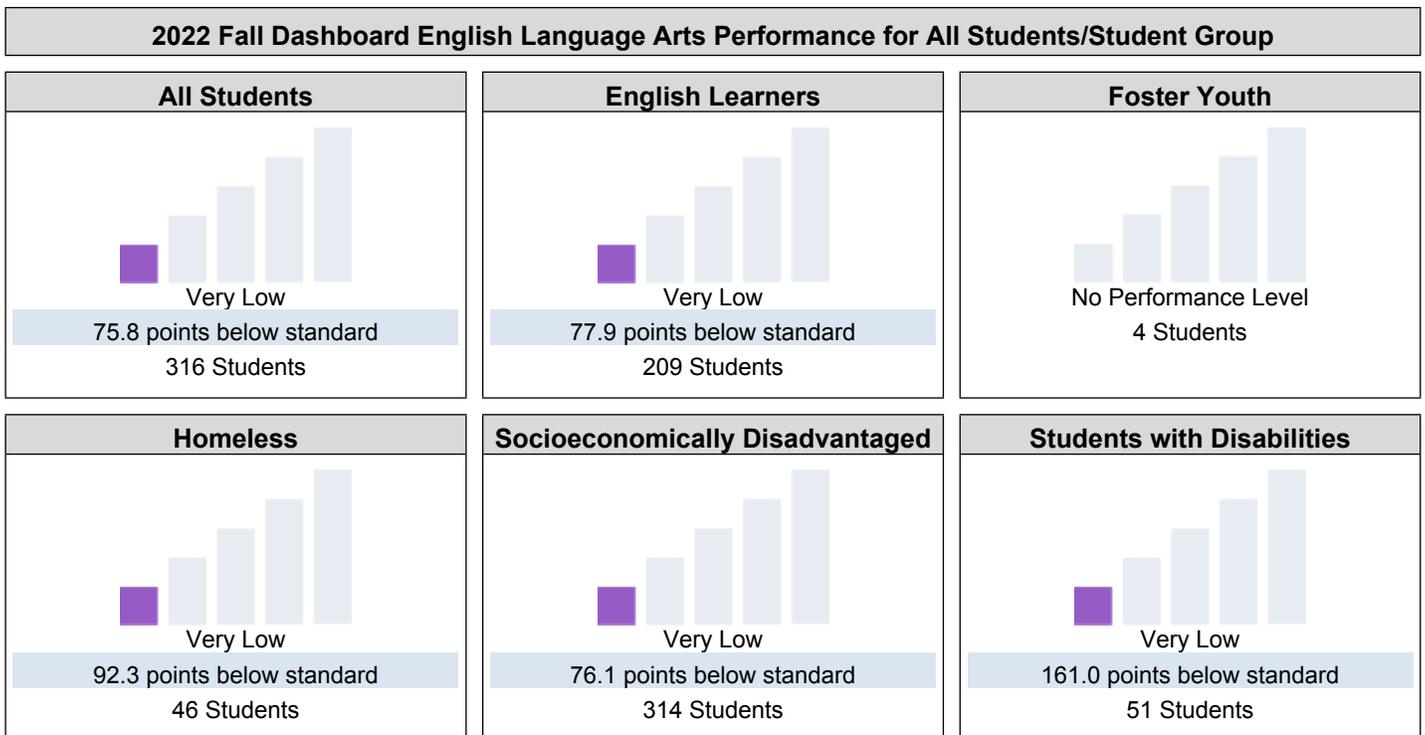
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



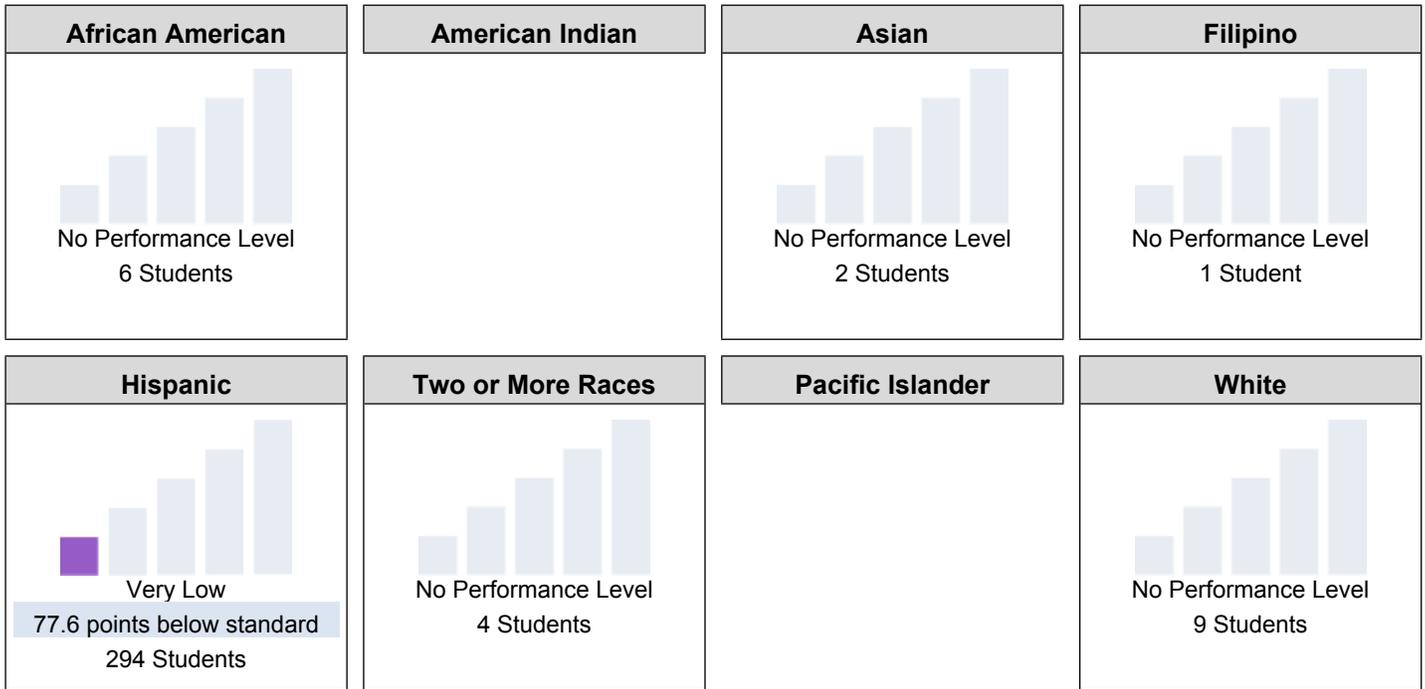
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---------------------------------------------|-------------------------------------------|-------------------------------------------|
| 103.6 points below standard 151 Students | 11.0 points below standard 58 Students | 74.8 points below standard 99 Students |

Conclusions based on this data:

1.

School and Student Performance Data

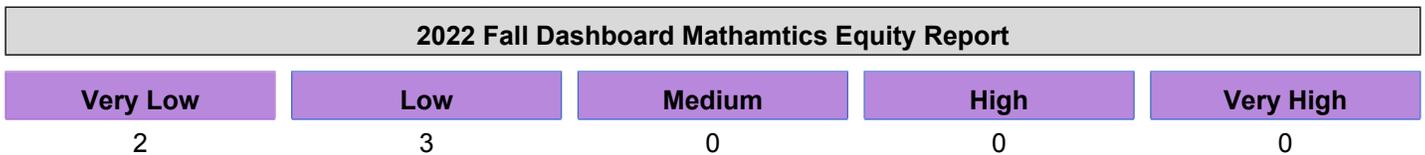
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

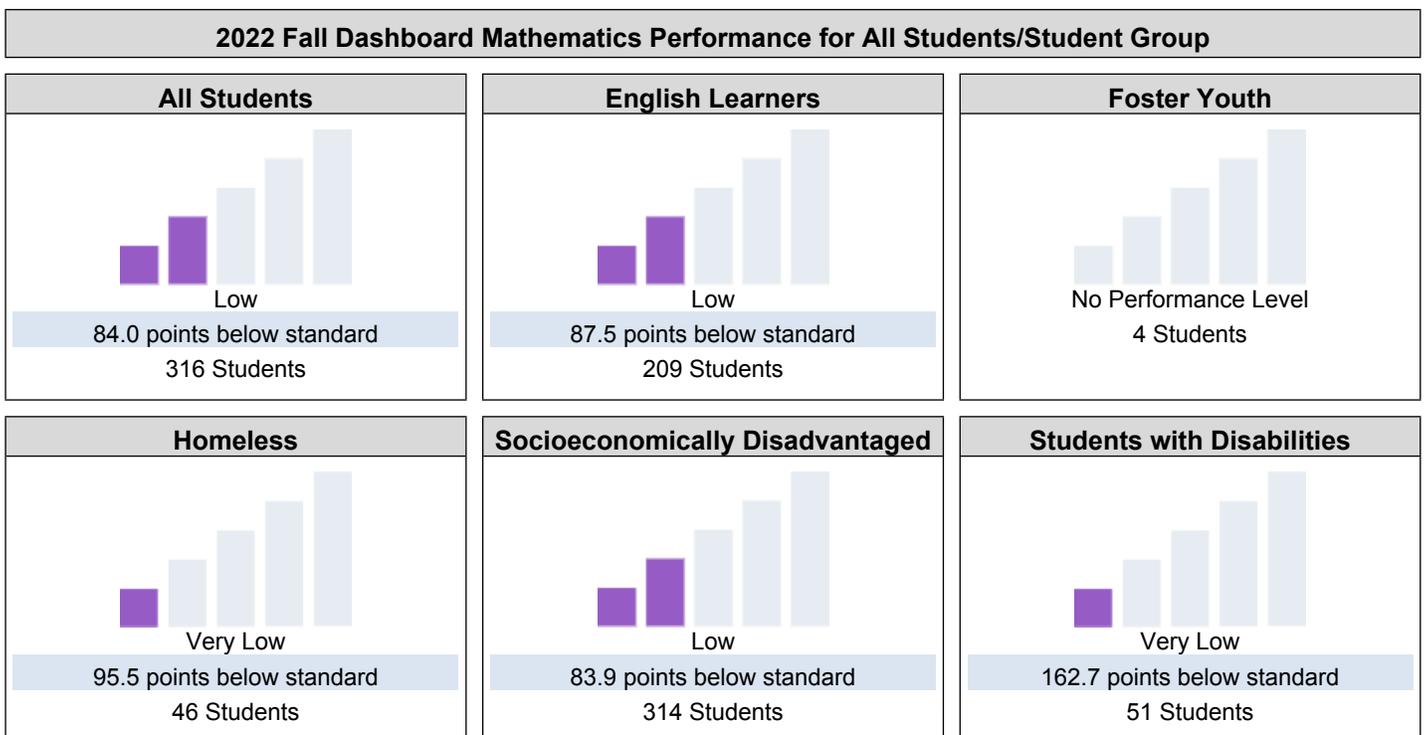
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



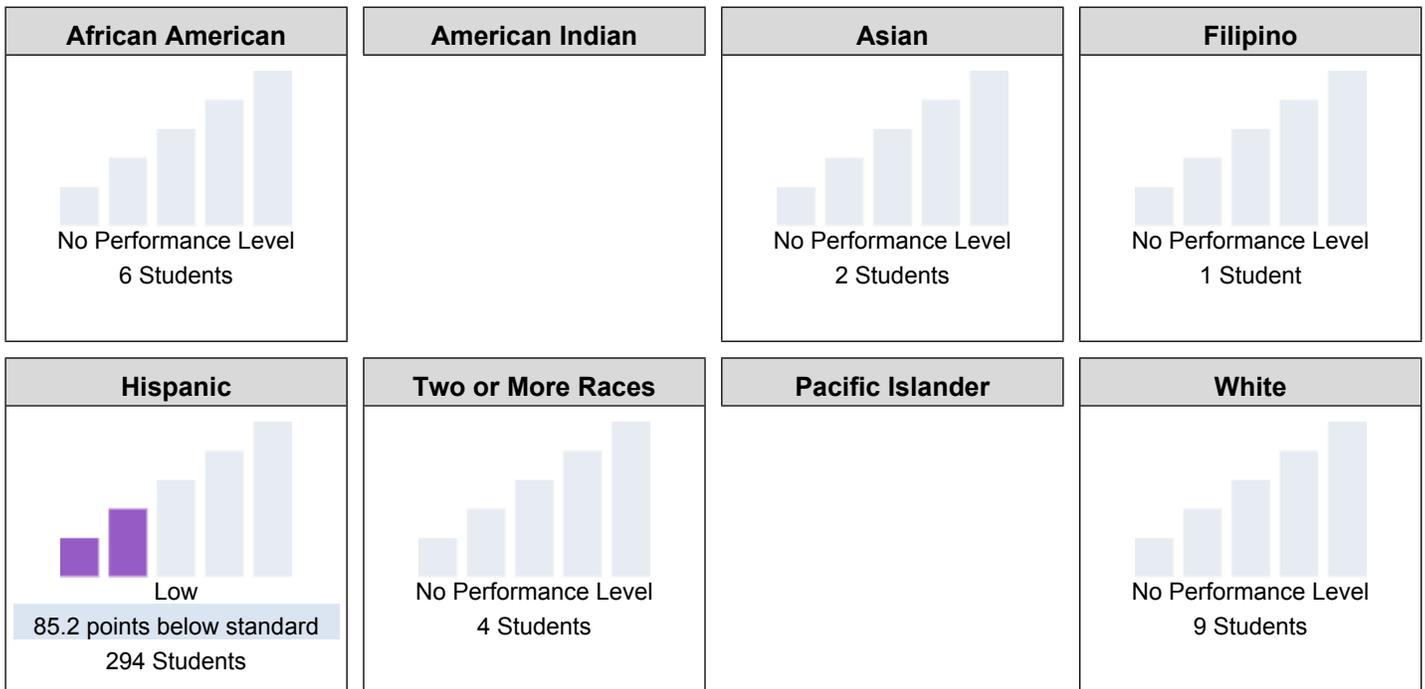
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-----------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| <p>108.3 points below standard 151 Students</p> | <p>33.4 points below standard 58 Students</p> | <p>81.2 points below standard 99 Students</p> |

Conclusions based on this data:

1.

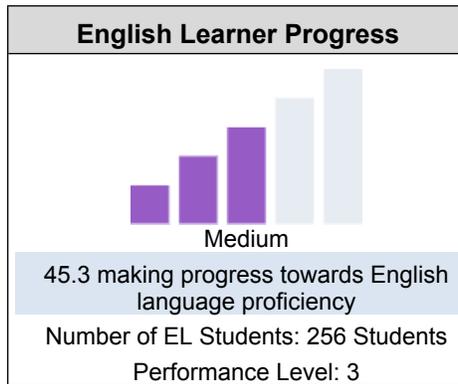
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--------------------------------------------|-------------------------|------------------------------------|
| 21.1% | 33.6% | 0.8% | 44.5% |

Conclusions based on this data:

- 1.

School and Student Performance Data

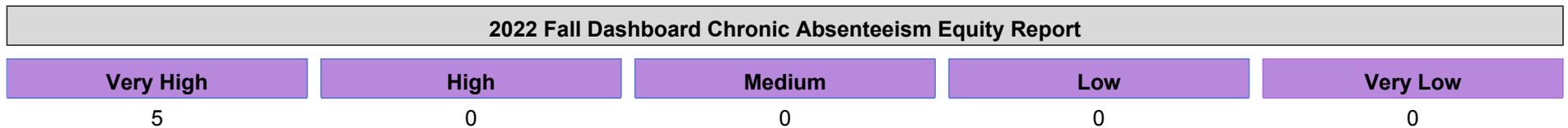
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

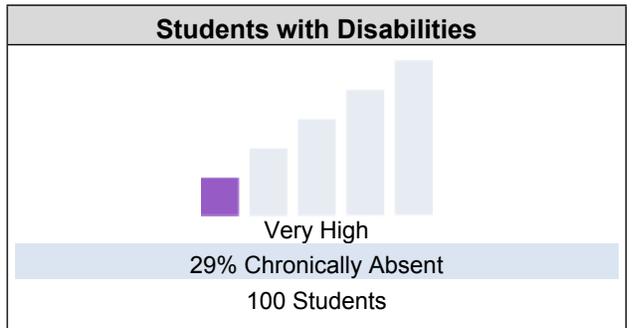
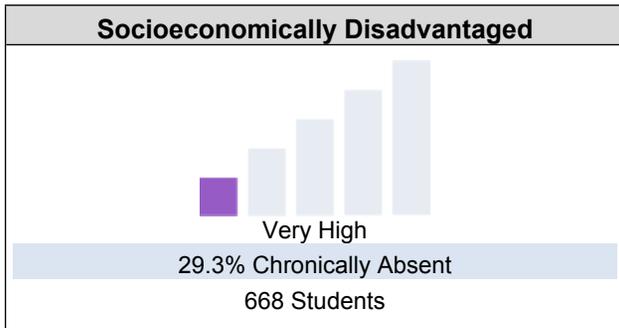
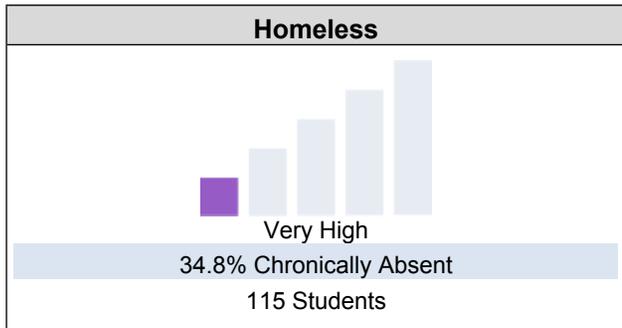
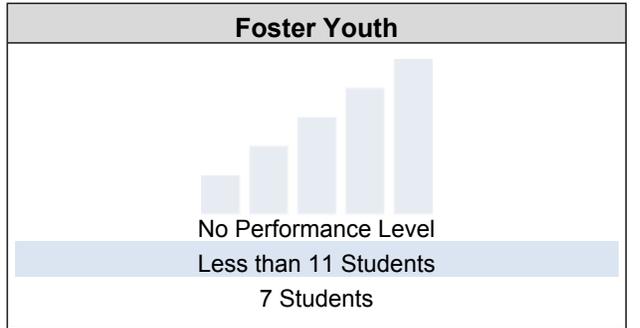
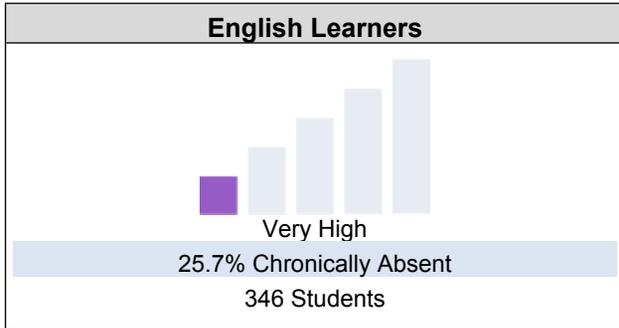
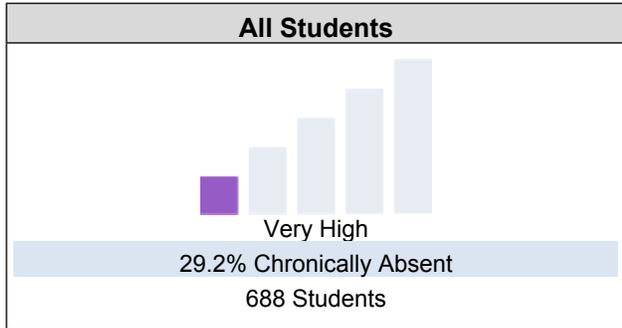


This section provides number of student groups in each level.

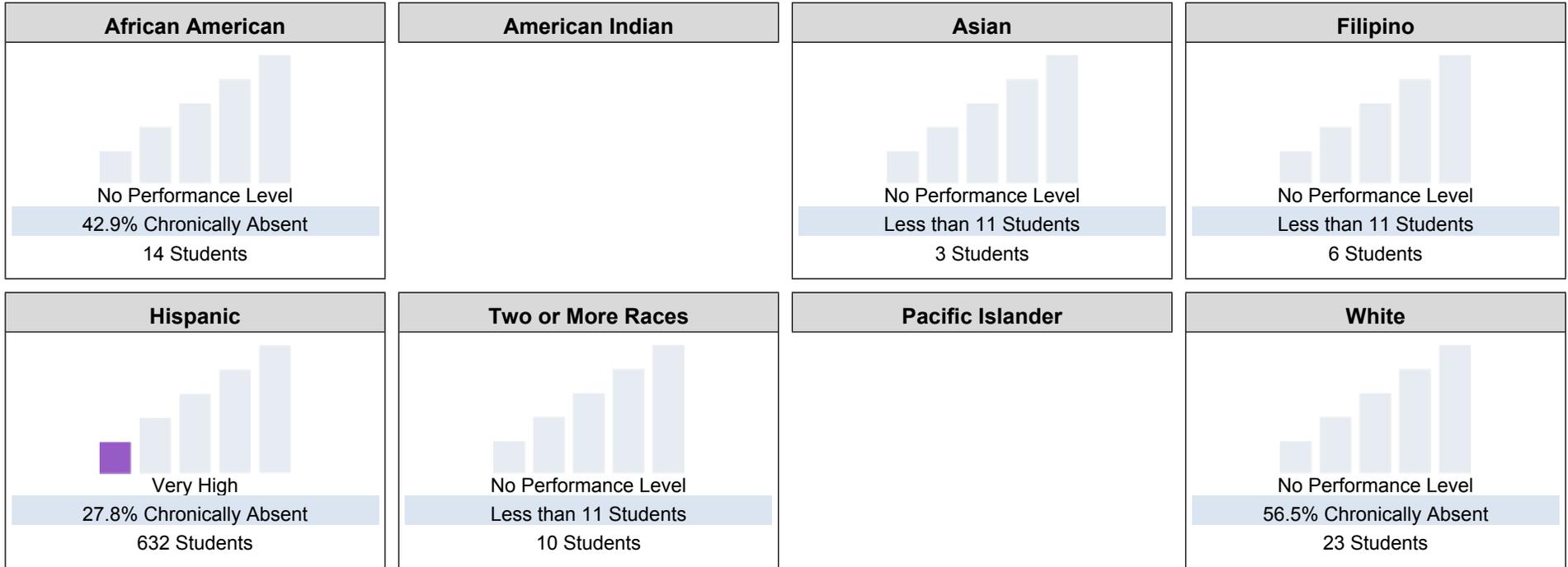


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- 1.

School and Student Performance Data

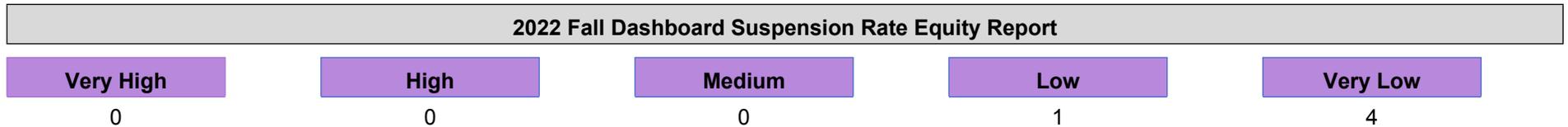
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

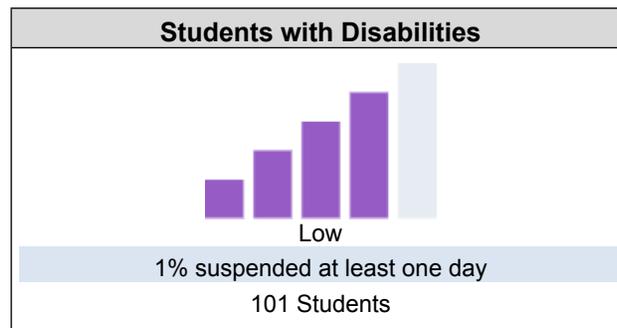
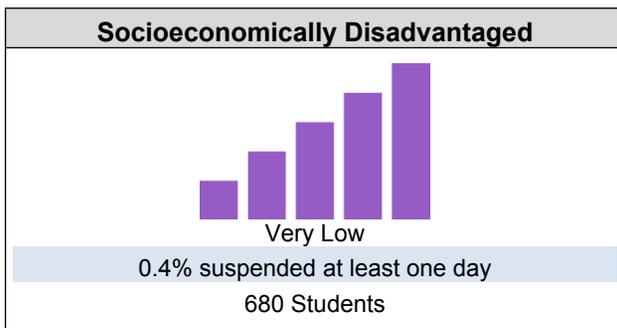
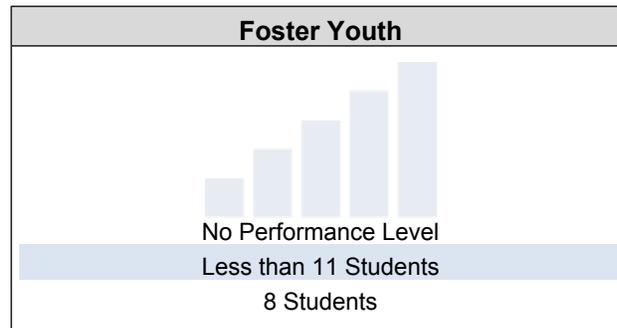
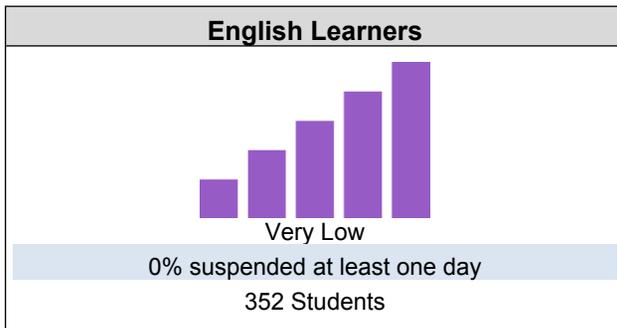
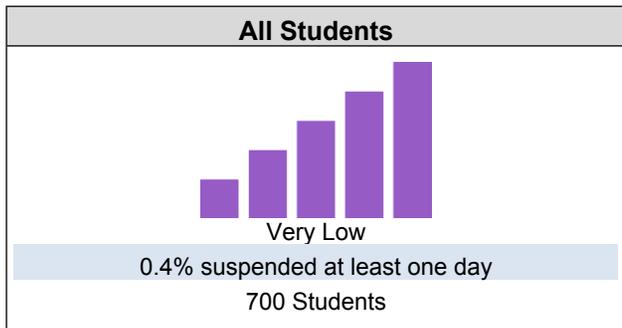


This section provides number of student groups in each level.

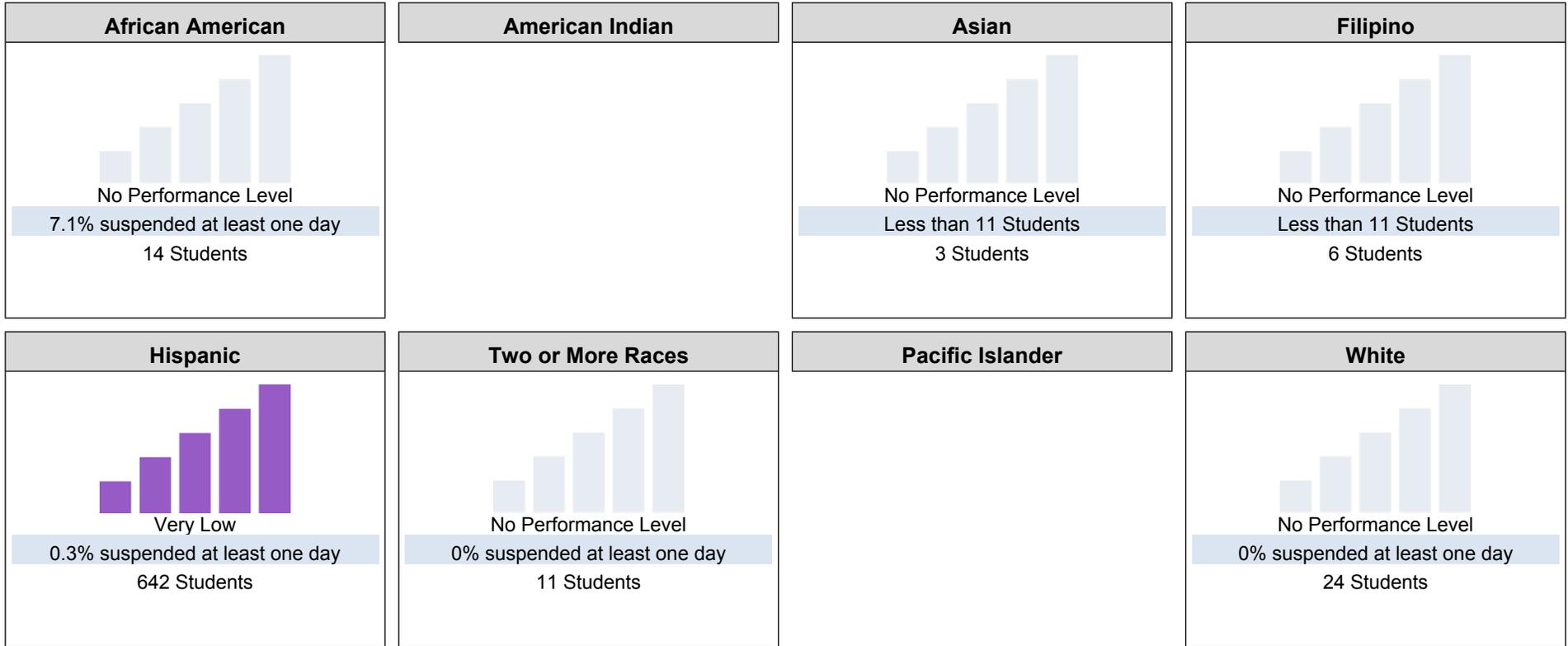


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | | | | Actual Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|-----------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) | St. Group | Color | DFS/Percentage | Change | According to the California School Dashboard- All students scored 75.8 points Below Very Low. EL's scored 77.9 points below standard Hispanic subgroup scored 77.6 points below standard SED scored 76.1 points below standard SWD scored 161 points below standard. |
| | All | Yellow | 22.3 points below standard | Increased Significantly +15 points | |
| | EL | Yellow | 24.5 points below standard | Increased Significantly +15 points | |
| | Hisp | Yellow | 22.4 points below standard | Increased Significantly +15 points | |
| | AA | No Performance Color | | | |
| | SED | Yellow | 21.5 points below standard | Increased Significantly +15 points | |
| | SWD | Orange | 114.9 points below standard | Increased Significantly +15 points | |
| | | | | | |
| California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) | St. Group | Color | DFS/Percentage | Change | According to the California Dashboard- All students scored 84 points below standard EL's scored 87.5 points below standard Hispanic subgroup scored 85.2 points below standard SED scored 83.9 points below standard SWD scored 162.7 points below standard. |
| | All | Yellow | 25 points below standard | Increased Significantly +15 points | |
| | EL | Yellow | 26 points below standard | Increased Significantly +15 points | |
| | Hisp | Yellow | 24.8 points below standard | Increased Significantly +15 points | |
| | AA | No Performance Color | | | |

| Metric/Indicator | Expected Outcomes | | | | Actual Outcomes |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| | SED | Yellow | 23.8 points below standard | Increased Significantly +15 points | |
| | SWD | Orange | 95.3 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 - 20% | | | | According to the California Dashboard 22% of 5th graders met or exceeded Standard. |
| California School Dashboard – English Learner Progress Indicator (ELPI) | California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 55% - performance level - high | | | | According to the California Dashboard ELPI, 45.3% of students made medium progress. |
| English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 14.8% | | | | According to DataQuest, 35.2% of students were Redesignated Fluent English Proficient. |
| 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) | 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 36% met/exceeded | | | | According to the California Dashboard 13.52% Met or Exceeded Standards in ELA. In Math 14.29% of students Met or Exceeded Standard. |
| Williams Textbook/Materials Compliance | Williams Textbook/Materials Compliance - 100% | | | | Williams Textbook/Materials Compliance 100% |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Professional Development Opportunities: The district will provide High Impact Math Training and Kagan Cooperative Learning training. Teachers will be provided with a professional development stipend for ELA and Math training and planning at the beginning of the school year and during the school year. The training will be focused on best first instructional strategies using core curriculum targeting priority standards and support strategies for our English Learners and Students With Disabilities. Each grade level will be provided with paid additional collaboration to design and plan lesson sequences with a specific focus on effective strategies for our SWD and EL student groups. Additional paid collaboration time will also focus on math instruction and short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups. Materials will be provided for teachers to implement the new strategies learned. These include books, Kagan supplies, materials for engagement etc. An additional day of voluntary training will be provided by the site TOSA to give teachers strategies for Guided Reading groups and Mental Math routines. Additional</p> | <p>Teachers had the opportunity to attend Professional Development opportunities. They attended High Impact math training, Kagan Cooperative Learning training, Reading A-Z training and follow up, and voluntary Guided Reading/Math instruction Professional Development put on by our district TOSA's. At the beginning of the year, teachers were paid additional time to collaborate around student data and plan lessons to meet the needs of students focusing on strategies around English Learners and Students with Disabilities. Grade levels worked collaboratively to create SMART goals and assessments, plan effective strategies and share data. Supplies and materials for teachers to use in the classroom were provided. These include writing journals, chart paper, markers, etc to be used during guided reading and mental math practices. During spring break an intersession was held to target students with disabilities and homeless students and support them with math and English Language Arts interventions.</p> | <p>Salary - PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries LCFF 6000</p> <p>Fringes - PD stipend for teacher training 3000-3999: Employee Benefits LCFF 1523</p> <p>Salary - Teacher Extra Duty for additional paid collaboration time 1000-1999: Certificated Personnel Salaries LCFF 7000</p> <p>Fringes - Teacher Extra Duty for additional paid collaboration time 3000-3999: Employee Benefits LCFF 1600</p> <p>Salary- PD Stipend for teacher training 1000-1999: Certificated Personnel Salaries Title I 10000</p> <p>Fringes- PD Stipend for Teacher Training 3000-3999: Employee Benefits Title I 4000</p> | <p>Salary - PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries LCFF 1256</p> <p>Fringes - PD stipend for teacher training 3000-3999: Employee Benefits LCFF 327</p> <p>Salary - Teacher Extra Duty for additional paid collaboration time 1000-1999: Certificated Personnel Salaries LCFF 5940</p> <p>Fringes - Teacher Extra Duty for additional paid collaboration time 3000-3999: Employee Benefits LCFF 1547</p> <p>Salary- PD Stipend for teacher training 1000-1999: Certificated Personnel Salaries Title I 8400</p> <p>Fringes- PD Stipend for Teacher Training 3000-3999: Employee Benefits Title I 3577</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| supplies will be purchased so that teachers have materials to implement the new strategies.. | | Supplies and materials needed for implementation of PD 4000-4999: Books And Supplies Title I 2513 | Supplies and materials needed for implementation of PD 4000-4999: Books And Supplies Title I 0 |
| Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction. | Throughout the year, data was gathered as students were assessed. Meetings between intervention teachers took place, groups were modified and students received small group instruction by way of four adults. Two certificated teachers and two paraprofessionals collaborated to see 140 students at a time. As students were assessed, they were entered into the program, taught skills to close the gaps and then reevaluated every few weeks to monitor progress. Students were exited from the program as they approached or met their targets. | | Salary- Extra duty- teacher Instruction during intersession 1000-1999: Certificated Personnel Salaries Title I 5500 |
| | | | Salary- Extra duty teacher instruction during intersession 3000-3999: Employee Benefits Title I 1550 |
| | | .75 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 87646 | .75 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 96148 |
| | | .75 Intervention Teacher Fringes 3000-3999: Employee Benefits Title I 23062 | .75 Intervention Teacher Salary 3000-3999: Employee Benefits Title I 25390 |
| | | .25 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF 29215. | .25 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF 32049 |
| | | .25 Intervention Teacher Fringes 3000-3999: Employee Benefits LCFF 7687. | .25 Intervention Teacher Fringes 3000-3999: Employee Benefits LCFF 8401 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| | | 1 six hour paraprofessional for guided reading and ELD support-salary 2000-2999: Classified Personnel Salaries LCFF 32127.00 | 1 six hour paraprofessional for guided reading and ELD support-salary 2000-2999: Classified Personnel Salaries LCFF 35413 |
| | | 1 six hour paraprofessional for guided reading and ELD support-fringes 3000-3999: Employee Benefits LCFF 20432.00 | 1 six hour paraprofessional for guided reading and ELD support-fringes 3000-3999: Employee Benefits LCFF 21479 |
| Licenses and subscriptions for support programs such as Accelerated Reader, Scholastic news, etc. | Accelerated Reader program was purchased for students in 3rd-5th grade and monitored by classroom teachers and librarian. | Accelerated Reader program for 3rd - 5th grade 5000-5999: Services And Other Operating Expenditures Title I 1600 | Accelerated Reader program for 3rd - 5th grade 5000-5999: Services And Other Operating Expenditures Title I 1653 |
| | | Licenses or subscriptions services (AR, Scholastic, etc.) 5000-5999: Services And Other Operating Expenditures LCFF 2000 | Licenses or subscriptions (AR, Scholastic, etc.) 5000-5999: Services And Other Operating Expenditures LCFF 399 |
| Supplemental instructional and technology supplies and equipment will be available for tier I instruction including: Learning Dynamics, Wonders and Bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, classroom printers, and insurance. | Learning Dynamics was purchased for Kindergarten students. Headphones, printers, document cameras, ELMO's, other classroom technology, teacher Macbooks and insurance, Supplies and materials for classrooms such as books from Scholastic and materials to help with engagement and encourage students to be motivated to learn such as awards and incentives | Classroom printers, document cameras, student headphones, and other tier I supplies 4000-4999: Books And Supplies LCFF 6582 | Technology and supplies for teachers to support students with instruction. 4000-4999: Books And Supplies LCFF 2196 |
| | | Teacher Classroom Macbooks/Equipment 4000-4999: Books And Supplies LCFF | Teacher Classroom Macbooks/Equipment 4000-4999: Books And Supplies LCFF |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>were purchased, work station supplies, guided reading activity supplies that include cardstock, laminating, cutouts, game pieces etc. were purchased and provided for teachers. Magnetic letters, counters, magnetic writing templates, journals for Social Emotional Learning, class games, Materials for Reading A-Z such as cardstock, paper, binders, dividers, etc were purchased to provide teachers the supplemental materials to track student progress. Bags were purchased for kindergarteners to carry books and communications back and forth between school and home. Novel Effect program was purchased for teachers to engage students with a variety of Read Alouds in the classroom.</p> | <p>7000</p> <p>Teacher Classroom Macbook Insurance 5000-5999: Services And Other Operating Expenditures LCFF 800</p> <p>Licensing for Microsoft Office for Teacher Classroom Macbooks 5000-5999: Services And Other Operating Expenditures LCFF 500</p> <p>Supplemental Supplies for Tier I Core Instruction. Supplies for ELA and Math instruction/tutoring. 4000-4999: Books And Supplies Title I 17436</p> | <p>7178</p> <p>Insurance bundled with Macbook purchase 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>Licensing not needed 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>Supplemental Supplies for Tier I Core Instruction. Supplies for ELA and Math instruction/tutoring. Learning Dynamics, SEL journals, phonics supports and other classroom materials to supplement instruction and provide extra support for students. 4000-4999: Books And Supplies Title I 9505</p> |
| <p>Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies.</p> | <p>Enrichment opportunities such as Ukulele class and piano class started this spring. 5th grade participated in the McCallum project, 4th grade participated in Moxie Box Art Projects, and Think Together maintained attendance of over 100 students all year. Art class for 4th and 5th grade was introduced in the fall and Cooking</p> | <p>No additional cost to the school site. The school parent group (PTG) assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities.</p> <p>0</p> | <p>No additional cost to the school site. The school parent group (PTG) assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities.</p> <p>0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. SES will be provided through the district for 3rd-5th graders. English Language newcomers and/or beginners will be provided with language development support on Wednesdays after school.</p> | <p>classes were also an option for our students.</p> <p>After school tutoring was provided via the Expanded Learning Program. Newcomer classes were started and successful all year. Targeted instruction was provided during Spring Break for students with disabilities, foster, and English learners.</p> | <p>SES tutoring is funded by the district. None Specified None Specified 0</p> <p>After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Salary 2000-2999: Classified Personnel Salaries Title I 1500</p> <p>After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Fringes 3000-3999: Employee Benefits Title I 600</p> | <p>SES tutoring is funded by the district. None Specified None Specified 0</p> <p>After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Salary 2000-2999: Classified Personnel Salaries Title I 0</p> <p>After school Newcomer/Beginner Language Development Support - Classified Extra Duty - Fringes 3000-3999: Employee Benefits Title I 0</p> |

Analysis

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

High Impact Math Professional Development was provided this year for our 2nd and 4th grade teachers along with SPED and new third grade teachers. All other teachers worked with our site TOSA to create a goal and plan lessons around their goal. They were supported in the classroom by the TOSA and administrator. Weekly planning with our TOSA was implemented along with expectations for teaching High Impact mental math and LES lessons.

Kagan Cooperative Learning training day 5 took place this year in October. Throughout the year, grade level teams selected one or two specific strategies to implement in their classrooms for the month. As administrators did walk throughs, they were provided with specific feedback for their strategies.

Teachers worked collaboratively throughout the year on various days to create plans and discuss teaching strategies for best first instruction practices. In addition, for ELA, teachers worked on Vertical Articulation of specific standards in reading and writing. The grade level leads, in collaboration with Kris Tom, administrators, and site TOSA created lessons that they shared with their grade level. They brought evidence to create a gallery walk during two staff meetings. They shared strategies, reflected and took away new ideas from each other. In their lessons, they were to include ways to support students with disabilities as well as specific English Learner strategies.

A variety of supplies and materials were purchased for classrooms. These materials include Kagan specific resources, guided reading station supports, math curriculum supports, as well as many other instructional supplies.

A full time Intervention teacher and paraeducator were provided this year to meet the needs of our struggling readers. They implemented the Fountas & Pinnell LLI program that is very intense and was followed with fidelity. They serviced 1st-5th grade students during their classroom guided reading times. They worked with teachers to provide data as well as progress monitoring. In addition, this year, they helped train our teachers on doing Running Records in the classroom, keeping data and gathering materials for students at their levels. They provided updates to be shared with parents during parent teacher conferences. A schedule was provided so that all teachers are working on guided reading and Reading Intervention support is provided at that time as to not interrupt academic tier I instruction.

Principal read alouds in classrooms continued this year, with mini lessons provided. Books align with multicultural months. The books will be gifted to the classroom libraries. Books were provided for classrooms to support Social Emotional Learning and Kindness as part of the School Wide Calming Corner initiative. Materials to replace damaged or old calm corner supplies were also purchased and provided to support students behavioral and social emotional needs.

Learning Dynamics was ordered for Kindergarten classes. All students have received those materials and were able to take them home to share with their families. Materials and supplies to supplement the current curriculum Wonders and Bridges were purchased. These materials included basic supplies such as chart paper, white boards, markers, crayons, paper, pencils, etc. Student headphones, teacher replacement computers, classroom printers were purchased as replacements for broken or old technology.

We have started to have field trips again. Several grade levels were able to attend field trips that related to academics. Some examples: Indian Canyons, Living Desert, and Sea World. Our after school Think Together program has stayed at above 100 students all year long. Recently, we have begun to have art classes after school for 4th and 5th grade students.

After school tutoring was provided this year through Expanded Learning Department. Several first, second and third grade teachers provided before and after school small group tutoring. Art, cooking and music programs were provided after school. Intersession was provided at Spring Break for 5 days. 80 students were invited to prepare for our upcoming CAASPP assessment. The targeted students for this intervention were students who are under the homeless category and students with disabilities. In addition we tried to target students who were also classified as English Learners. This invitation was targeted based on students current assessment data. Additionally, our Newcomer students have a Wednesday afternoon class every week to improve their speaking, reading, writing and listening. Lessons are planned with ELD strategies and are provided by staff who works full time, therefore funding was not necessary to pay extra duty. Students were invited based on their STAR data and Reading A-Z levels.

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

Due to the lack of substitutes and the need to pay for middle of the year raises, funds were transferred to provide more opportunities for teacher collaboration. Due to the lack of interest in before and after school tutoring, funds were used to provide a Spring Break Intersession targeting students who were in need of supports in Reading and Mathematics.

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

We will continue providing a Reading Intervention teacher and reading intervention paraprofessional. She will continue to be funded 75% Title I and 25% LCAP. Intervention will continue to be provided- after school, intersession and Saturday school will be options.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Parent Participation in Stakeholder Input Processes | Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey | Parent Participation in Stakeholder Input Processes - 142 responses to Panorama Survey |
| Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) | Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98% African American (AA) - not reported | Sense of Belonging (School Connectedness 97%) |
| Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) | Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) - not reported | Climate and support for academic learning fell to 95% |
| 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 - 90% | Parent conferences were attended by 90% of our parents. Some conferences were held via zoom but a majority were held in person. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate.</p> | <p>Parent Community Liaison plays a large role at our school site since approximately 60% of our families are Spanish-speaking only. She communicates with families regarding attendance, meetings, conferences, etc. Since the pandemic, many of our families communicate via Class Dojo. This is the main communication tool that is used school-wide. She is a part of the Attendance committee and works on creating events to encourage students to attend school daily. She helps students who are in need by working with the community to gather donations for families and students. The school community liaison supports parent involvement for SST and IEP meetings. This year, the parent participation rate in-person and on Zoom has exceeded 90%.</p> | <p>Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF 44395</p> <p>Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 33619</p> | <p>Parent Community Liaison- Salary 2000-2999: Classified Personnel Salaries LCFF 50397</p> <p>Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 35109</p> |
| <p>CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home.</p> | <p>Family Night -May will be held on May 25th. Parents will be invited to come and create a kit for games and activities. All materials for a variety of games are provided along with books and writing materials. Teachers are paid to stay and help teach families how to play the games. In addition, SMORE was purchased for communication with families and to keep them in the know of all of our activities. We will use SMORE to</p> | <p>Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1000</p> <p>Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 254</p> <p>Parent supplies for training 4000-4999: Books And Supplies</p> | <p>Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1500</p> <p>Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 385</p> <p>Parent supplies for training 4000-4999: Books And Supplies</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | communicate attendance updates, event updates etc. | Title I Part A: Parent Involvement 1601 | Title I Part A: Parent Involvement 2101 |
| Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. | Regular parent meetings were held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They were held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. | Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans. 5700-5799: Transfers Of Direct Costs LCFF 2500 | Parent Communication 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 999 Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans. 5700-5799: Transfers Of Direct Costs LCFF 2680 |
| Cathedral City Elementary will utilize community volunteers for events and academic programs such as BookPals, Read With Me, Read Across America Day, International Walk to School Day, and Family Recess Day. | Our Read With Me program was reinstated this year as restrictions were lifted and volunteers were allowed to come back to campus. CCE had over 80 Read with Me volunteers come through every week. | No additional cost to the school. Parent community liaison and librarian will assist with coordination. 0 | No additional cost to the school. Parent community liaison and librarian will assist with coordination. 0 |
| Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies. | Parent Teacher Group met in person and on Zoom all year. They held a variety of events including festivals and movie nights. | No additional cost to the site's categorical budget. 0 | No additional cost to the site's categorical budget. 0 |

Analysis

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

Parent Community Liaison plays a large role at our school site since approximately 60% of our families are Spanish-speaking only. She communicates with families regarding attendance, meetings, conferences, etc. Class Dojo has been the main communication tool used school-wide. Our Community Liaison is a part of the Attendance committee and works on creating events to encourage students to attend school daily. She helps students who are in need by working with the community to gather donations for families and students. The school community liaison supports parent involvement for SST and IEP meetings. This year, the parent participation rate in-person and on Zoom has exceeded 90%.

Smore Communications was purchased this year and has facilitated the process of getting information to our families this year. Information about our school, attendance and upcoming events was shared via the newsletter as well.

SARB meetings were held throughout the school year.

Options for in-person or zoom were provided for SSC, ELAC, and PTG. In May, we will be hosting our annual Summer Fun Night for families where teachers will teach families how to play games and practice skills over the summer. Materials and supplies are provided for them to take home activities. These materials include Take-home games, books, crayons, paper, and other materials. All of these will be provided for parents and families to work with during the summer break.

SSC will hold 4 meetings this year. ELAC has held 6 meetings this year on Zoom. PTG has held 7 meetings this year on Zoom. SST's were limited due to sub-coverage but we still managed to have 5 full SST days via Zoom. Title I meeting was held on Zoom early on in the school year. Parent-teacher conferences were well attended in the fall and in the winter.

This year, due to the pandemic, Volunteers were not allowed on campus. CCE did participate in the International Walk to School Day in October. Books were donated by the Read With Me organization. Books were given out to students monthly.

This year we hosted our Fall Festival and are going to host our International festival on May 5th.

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

This year in the middle of the year we decided to purchase SMORE to improve our communication with parents. This expense had not previously been allocated for. Since our event in May for Summer Fun Night was a huge success last year, we ended up allocating more money for teachers to work more stations and needed to buy more supplies for families. The only other big difference is the pay increase in our community liaison.

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

We will continue with the current goals. No new goals were added. Parent Community Liaison has been key in communicating with families and helping families stay connected to our school. She now communicates with families via Class Dojo (daily) and SMORE (monthly) and has been instrumental in attaining 90% parent participation for parent teacher conferences, SST meetings, and IEP meetings.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------|----------------|--------|-----|------|------|-----------------------------|----|-------|------|---------------|------|------|------|-----------------------------|----------------------------------------------------------------------|----------------------|--|--|-----|------|------|-----------------------------|-----|-------|-----|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Attendance Rates All Students (ALL) | Student Attendance Rates All Students (ALL) -95.32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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>Blue</td> <td>5.0%</td> <td>Declined Significantly -4.8</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>5.0%</td> <td>Declined -1.5</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>5.0%</td> <td>Declined Significantly -3.9</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Blue</td> <td>5.0%</td> <td>Declined Significantly -4.9</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>10%</td> <td>Declined Significantly -5.5</td> </tr> </tbody> </table> | St. Group | Color | DFS/Percentage | Change | All | Blue | 5.0% | Declined Significantly -4.8 | EL | Green | 5.0% | Declined -1.5 | Hisp | Blue | 5.0% | Declined Significantly -3.9 | AA | No Performance Color | | | SED | Blue | 5.0% | Declined Significantly -4.9 | SWD | Green | 10% | Declined Significantly -5.5 | <p>The 2022 California School Dashboard indicates 29.2% of all students are chronically absent. For English Learner students, 25.7% of students are chronically absent. Hispanic students were 27.8% chronically absent. Socio-economically disadvantaged students were 29.3% chronically absent. Students with disabilities were 29% absent.</p> |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Blue | 5.0% | Declined Significantly -4.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Green | 5.0% | Declined -1.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Blue | 5.0% | Declined Significantly -3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | No Performance Color | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Blue | 5.0% | Declined Significantly -4.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Green | 10% | Declined Significantly -5.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Suspension 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>Blue</td> <td>.4</td> <td>Maintained 0</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>.2</td> <td>Maintained 0</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>.3</td> <td>Maintained 0</td> </tr> </tbody> </table> | St. Group | Color | DFS/Percentage | Change | All | Blue | .4 | Maintained 0 | EL | Blue | .2 | Maintained 0 | Hisp | Blue | .3 | Maintained 0 | <p>Dashboard data for 21-22 indicated a suspension rate of 0.4%.</p> | | | | | | | | | | | | |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Blue | .4 | Maintained 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Blue | .2 | Maintained 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Blue | .3 | Maintained 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Metric/Indicator

Expected Outcomes

Actual Outcomes

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|-----|----------------------|----|-----------------|
| AA | No Performance Color | | |
| SED | Blue | .4 | Maintained 0 |
| SWD | Blue | 0 | Maintained 0 |

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Expulsion Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expulsion Rates
All Students (ALL) - 0
English Learner (EL)- 0
Hispanic (Hisp)- 0
African American (AA)- 0

Dashboard data for 21-22 school year indicates a 0% expulsion rate.

Panorama Survey – School Connectedness
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Panorama Survey - School Connectedness
All Students (ALL) - 80%
English Learner (EL) - 80%
Hispanic (Hisp) - 80%
African American (AA) - Not reported

Winter 22-23 Panorama survey results indicate 70% favorable results. This is down 8%.

Panorama Survey – School Safety
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Panorama Survey – School Safety
All Students (ALL) - 70%
English Learner (EL) - 70%
Hispanic (Hisp) - 70%
African American (AA) - Not reported

Winter 22-23 Panorama survey results indicate 57% favorable results, down 3% from last year.

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>Cathedral City Elementary will implement Tier I Programs to support safety and the social emotional needs of all students. Programs include: PBIS strategies, the Harper for Kids - Pyramid of Success, Red Ribbon Week, the HERO curriculum, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2022-2023 school year. In addition, the Student Success committee will continue to develop a school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety.</p> | <p>Tier I schoolwide behavior expectations were established through our Student Success Committee. A new CCE PRIDE expectations matrix was rolled out in the middle of last year and has continued this year. Tier I supports from the counselor in the form of morning meetings were also established and shared with all teachers. Tier II systems are being established and students have been identified. Counselor attended ASCA National Conference as Professional Development that was paid for through student services department She attended events provided through RCOE that were free and virtual. In addition, Principal, Assistant Principal and Counselor attended Capturing Kids Hearts Conference in April of 2023 to supplement activities that help teachers and staff members build relationships with students.</p> | <p>Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs- conference fees 5000-5999: Services And Other Operating Expenditures Title I 2500</p> | <p>Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs- conference fees 5000-5999: Services And Other Operating Expenditures Title I 1850</p> |
| <p>CCE will increase daily attendance and will decrease chronic absenteeism by targeting the "moderately chronic" student group through interest surveys, mentoring, and preferred planned monthly activities. The school community liaison (funded under goal 2) will also assist with this strategy by calling and meeting</p> | <p>CCE continued to monitor attendance this year via phone calls. Attendance committee met and restructured the attendance plan. Pencils were given to students for perfect attendance throughout the year. Competitions for attendance were created, goals were established and prizes were secured for improvements. School</p> | <p>Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 3000</p> | <p>Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| with parents of chronically absent students and monitoring the weekly A2A letters. | Community liaison planned monthly search and find activities before school for students to find prizes. | | |
| Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict. | Cathedral City Elementary has a new Playworks Recess Coach to implement the Playworks recess program. This program includes class game time and structured activities during recess. Training was provided for Supervision Aides at the beginning of the year to help with restorative conflict resolution on the playground. Supervision aides and coach met with administrators and counselor to discuss Tier II students and to provide ways in which they could help students who are dealing with conflict or behavior issues. | Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries 2000-2999: Classified Personnel Salaries LCFF 26922 | Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries 2000-2999: Classified Personnel Salaries LCFF 26167 |
| | | Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 1272 | Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 6495 |
| | | Extra Duty Salaries for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies. 2000-2999: Classified Personnel Salaries LCFF 2000 | Extra Duty Salaries for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies. 2000-2999: Classified Personnel Salaries LCFF 0 |
| | | Extra Duty Fringes for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies. 3000-3999: Employee Benefits | Extra Duty Fringes for Supervision Aides for monthly training and meetings regarding Playworks, data analysis, and strategies. 3000-3999: Employee Benefits |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | LCFF 276 | LCFF 0 |
| <p>Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor will continue to provide resources for restorative practices. Self regulation strategies will be provided for all classrooms with a calming corner resource.</p> | <p>Several spirit weeks and activities were provided for students to participate in. Bully Prevention week, great kindness challenge were just two examples of the spirit weeks. Calm corners continue to be provided in classrooms. SEL Materials such as journals, books and fidgets are being replenished for classrooms.</p> | <p>Materials such as posters with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. 4000-4999: Books And Supplies Title I 2400</p> | <p>Materials such as posters with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. 4000-4999: Books And Supplies Title I 2258</p> |

Analysis

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

CCE has implemented Tier I programs this year to help support all of our students. We began the year with the previously implemented CCE PRIDE behavior expectations. Lessons, videos, and clear expectations along with a new PRIDE ticket for rewards have been implemented and reinforced. Red Ribbon Week, Second Step Bullying, Suicide Prevention and Substance Abuse Prevention has been taught. The school counselor delivers lessons and has created morning meeting slides for all grades for every single school day. Tier II intervention systems were also agreed upon by staff to help promote student safety. Staff and teachers received training on choices and consequences along with Certificated staff receiving training from district personnel on PBIS and Restorative Practices. Tier II (Behavior Specialist, Counselor, Principal, Assistant Principal, Psychologist, teachers) team meets every month and has kept consistent data on students classified as Tier II who need additional support.

CCE's most current attendance report indicates that 89.29% attendance rate. Phone calls are made electronically but personal phone calls are made by the attendance clerk daily to help monitor absences. Random days are selected to give out rewards for students who are present. Monthly activities such as lunchtime activities with the Principal have been popular and students who are selected are selected based on behavior and attendance. During these activities and throughout the year, students receive incentives for attendance that include certificates, pencils, erasers, and other school supplies.

The Playworks program is back up and running. Our new coach has not attended training yet but will attend training soon. He promotes health and wellness and teaches students how to properly play games during class game time.

All teachers follow a daily schedule and have SEL time included in their daily schedule. Teachers use Second Step Bullying curriculum as well as Morning Meetings which were created by the school counselor and tie kindness, bullying, and other lessons so that students have the opportunity to discuss subjects in a safe environment. Counselor gets referrals from teachers and staff and uses the information to help students resolve conflict or to mediate situations. Calming corners are included in each classroom and replenished for supplies when needed. Teachers have provided students with clear expectations and resources while at the calm corners. Students know the expectations and some students use the calm corner daily.

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

Supervision aide fringes were drastically different than what was allotted for in last years plans. A large portion of that needed to be used from materials and supply funds was reallocated to cover those fringes. Additionally, the opportunity arose for Principal, Assistant Principal and Counselor to attend Capturing Kids Hearts conference via a scholarship for the conference fee. The costs incurred were for lodging and meals.

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

We will continue with the current goals. No new goals were added. Since our attendance rate decreased from 90.14% to 89.29%, we will continue to focus on attendance, implementing SARB and SART at the school level and meeting with attendance committee monthly to come up with creative ideas to encourage students to attend school regularly and include home visits to help with chronic absenteeism issues. The need for Social Emotional Learning continues as students are adjusting to being back on campus. School Counselor will need to attend training and conferences to stay current on topics and training to support students needs. Extra duty for supervision aides was not necessary due to increase in time working and adding a weekly meeting to their time. Due to the mid year retirement of a supervision aide and enough coverage being allotted with the extra time that each supervision aide was working it was decided during school site council meeting that the extra 2.5 hour position was not necessary. In addition, the district has continued to fund a full time PE paraprofessional/recess coach to help supplement in supervision.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

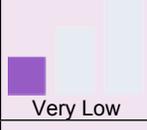
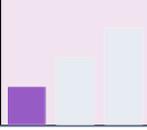
1. In 2020-2021, grade level common assessments indicate that greater than 50% of students in every grade level (both ELA and Math) are not meeting standard. This maintains the 2019-2020 identified need to improve core instruction and support students through targeted interventions. The state data from the spring of 2019 indicated in ELA we remained 37.3 points below standard and in Math we remained 40 points below standard. Current 2022 STAR data indicates that 18% of students are proficient in Math while 22% of students are proficient in Reading.
2. The 2020-2021 grade level common assessments indicated that over 50% of ELs and almost all students with disabilities fell into the standard not met category. This also maintains the 2019-2020 identified need for additional targeted support for our SWD and EL group. Spring 2019 CAASPP data indicated in ELA, SWD are 129.9 points below standard indicating our largest performance gap in comparison to the All Students group. The same applies in math where our SWD group is 110.3 points below standard.
3. In the 2018-2019 school year, the end of the year DIBELS results indicate 1st-5th grade levels were approximately at the 50th percentile range in proficiency. Due to the school closure and results from common grade level assessments, there is a need for continued ELA support in foundational reading skills. Current 2022 STAR data indicates that only 22% of our students are proficient in reading.
4. Five year trend data shows that our EL student group population is decreasing as there has been a significant increase in the number of students reclassified over the past 5 years. Strategies and performance growth is still needed for those students who are at a Level 1 or 2 or have been classified as LTELs. Current reclassification data indicates that 8.3% of our students were reclassified this year.
5. 2019-20 reclassification rate was 14.8%. Current 2021-22 reclassification rate is 8.3%. There is a need to increase this rate.

Current STAR data for fall of 2021: In ELA when compared to the spring of 2020-21, this year's 5th grade students who tested in the below (red) range decreased from 36% to 24% while this year's 4th grade students in the below (red) range decreased from 49% to 48%, indicating that over the summer, the deficits had a very minor decrease.

STAR Math data comparison fall 2021: When compared to spring of 2020-21, this year's 5th grade students who tested in the below (red) range decreased from 32% to 28%. This year's 4th grade students who tested in the below (red) range decreased from 40% to 39%, indicating that over the summer, the deficits had a very minor decrease.

Current CAASPP Results indicate that 13.5% of 3rd grade students scored proficient or higher, 17.5% of 4th grade students scored proficient or higher and 31.5% of 5th grade students scored proficient or higher. In Math, 14.3% of 3rd grade students scored proficient or above, 14% of 4th grade students scored proficient or above and 18.5% of 5th grade students scored proficient or above on the CAASPP.

Measuring and Reporting Results

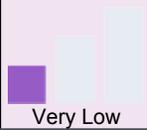
| Metric/Indicator | Baseline | | | | Expected Outcome | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------|----------------------------|--------|------------------|--------|-----------------------------|--------------|
| | 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 |  Very Low | 75.8 points below standard | | All | Orange | 72.8 points below standard | Increased +3 |
| | EL |  Very Low | 77.9 points below standard | | EL | Orange | 74.9 points below standard | Increased +3 |
| | Hisp |  Very Low | 77.6 points below standard | | Hisp | Orange | 74.6 points below standard | Increased +3 |
| | AA |  No Performance Level | | | SED | Orange | 73.1 points below standard | Increased +3 |
| | SED |  Very Low | 76.1 points below standard | | SWD | Orange | 158.0 points below standard | Increased +3 |
| | | | | | | | | |

Metric/Indicator

Baseline

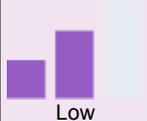
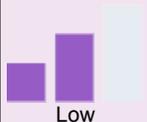
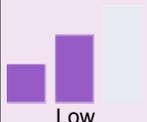
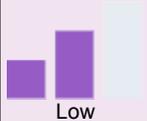
Expected Outcome

| |
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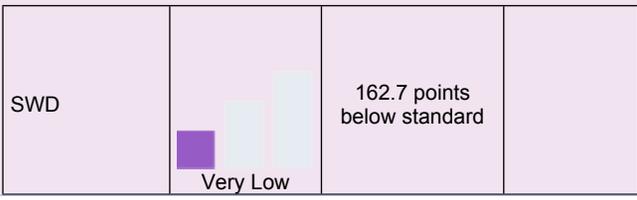
| | | | |
|-----|-----------------------------------------------------------------------------------|-----------------------------|--|
| | Very Low | | |
| SWD |  | 161.0 points below standard | |

| |
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| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| St. Group | Color | DFS/Percentage | Change |
|-----------|-------------------------------------------------------------------------------------|----------------------------|--------|
| All |  | 84.0 points below standard | |
| EL |  | 87.5 points below standard | |
| Hisp |  | 85.2 points below standard | |
| AA | No Performance Level | | |
| SED |  | 83.9 points below standard | |

| St. Group | Color | DFS/Percentage | Change |
|-----------|--------|-----------------------------|--------------|
| All | Yellow | 81.0 points below standard | Increased +3 |
| EL | Yellow | 84.5 points below standard | Increased +3 |
| Hisp | Yellow | 82.2 points below standard | Increased +3 |
| SED | Yellow | 80.9 points below standard | Increased +3 |
| SWD | Orange | 159.7 points below standard | Increased +3 |

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| |  <p>SWD</p> <p>Very Low</p> <p>162.7 points below standard</p> | |
| 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 - 16.52% | California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20% |
| California School Dashboard – English Learner Progress Indicator (ELPI) | California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 47.9% were determined to be making progress with a performance level - medium | California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 55% - performance level - high |
| English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6.5% | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 14.8% |
| 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) | 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - ELA - 33.53% met/exceeded | 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 36% met/exceeded |
| Williams Textbook/Materials Compliance | Williams Textbook/Materials Compliance - 100% | Williams Textbook/Materials Compliance - 100% |

Planned Strategies/Activities

Strategy/Activity 1

Professional Development Opportunities: The district will provide High Impact Math Training and Kagan Cooperative Learning training. Teachers will be provided with a professional development stipend for ELA and Math training and planning at the beginning of the school year and during the school year as well as throughout the year as needed. The training will be focused on best first instructional strategies using core curriculum targeting priority standards and support strategies for our English Learners and Students With Disabilities. Each grade level will be provided with paid additional collaboration to design and plan lesson sequences with a specific focus on effective strategies for our SWD and EL student groups. Additional paid collaboration time will also focus on math instruction and short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups. Materials will be provided for teachers to implement the new strategies learned. These include books, Kagan supplies, materials for engagement etc. An additional day of voluntary training will be provided by the site TOSA to give teachers strategies for incorporating UDL into Science, ELA and Math. Additionally, supports and strategies will be provided for Guided Reading groups and Mental Math routines. Additional supplies will be purchased so that teachers have materials to implement the new strategies. This will include materials needed to create small group activities, work places for math, etc such as laminating, cardstock, markers, whiteboards, etc. Opportunities for tutoring, intersession or Saturday school specifically for Foster and Homeless, students with disabilities and English Learners will be available throughout the year based on data.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

TOSAS, Administration, Consultant, Academic Coach, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--------------------------------------------|
| Amount | 6000 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Salary - PD stipend for teacher trainings |
| Amount | 1523 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Fringes - PD stipend for teacher training |

| | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Amount | 7000 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Salary - Teacher Extra Duty for additional paid collaboration time |
| Amount | 1600 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Fringes - Teacher Extra Duty for additional paid collaboration time |
| Amount | 25000 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Teacher extra duty- salary |
| Amount | 6510 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Fringes- PD Stipend for Teacher Training |
| Amount | 13082 |
| Source | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplies and materials needed for implementation of PD, materials and supplies needed to supplement during math, ELA, guided reading and social studies/science instruction |

Strategy/Activity 2

Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Foster or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/24

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--------------------------------------------|
| Amount | 96148 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | .75 Intervention Teacher Salary |
| Amount | 25489 |
| Source | Title I |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | .75 Intervention Teacher Fringes |
| Amount | 32049 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

| | |
|-------------------------|-------------------------------------------------------------------------|
| Description | .25 Intervention Teacher Salary |
| Amount | 8490 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | .25 Intervention Teacher Fringes |
| Amount | 35413 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | 1 six hour paraprofessional for guided reading and ELD support- salary |
| Amount | 21835 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | 1 six hour paraprofessional for guided reading and ELD support- fringes |

Strategy/Activity 3

Licenses and subscriptions for support programs such as Accelerated Reader, Scholastic news, novel effect etc.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Librarian, Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|------------------------------------------------------------|
| Amount | 4000 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Accelerated Reader program for 2nd-5th grade; Novel Effect |

Strategy/Activity 4

Supplemental instructional and technology supplies and equipment will be available for tier I instruction including but not limited to: Learning Dynamics, Wonders and Bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, replacement bulbs, adaptors and other technology items, classroom printers, ELMO's and insurance.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Amount | 15011 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Classroom printers, document cameras, student headphones, other supplemental supplies for tier I instruction in ELA/Math and/or tutoring/intersession supplies |
| Amount | 7000 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Teacher Classroom Macbooks/Equipment |

| | |
|-------------------------|---------------------------------------------------------------|
| Amount | 800 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Teacher Classroom Macbook Insurance |
| Amount | 500 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Licensing for Microsoft Office for Teacher Classroom Macbooks |

Strategy/Activity 5

Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Amount | 0 |
| Description | No additional cost to the school site. The school parent group (PTG) assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities. |

Strategy/Activity 6

Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. SES will be provided through the district for 3rd-5th graders. English Language newcomers and/or beginners will be provided with language development support on Wednesdays after school.

Students to be Served by this Strategy/Activity

- English Learner
- Specific Student Groups:
Students scoring in the intensive band on district or grade level common assessments or a 1 or 2 on state testing.

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, Staff, Supplemental Services Department

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-----------------------------------------------------------------------------------------------|
| Amount | 0 |
| Source | None Specified |
| Budget Reference | None Specified |
| Description | SES tutoring is funded by the district/Newcomer support covered by full time classified paras |

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

1. Only 142 parents participated in the survey despite efforts to encourage parents through paper and digital notices. Increased efforts are needed next year in hopes of obtaining a minimum of 200 survey responses.
2. CCE's Family School Connectedness results indicate a 97% favorable response by parents. This percentage went up 1 percentage point from ast year. Maintaining or improving this percentage is important to maintain the connection between home and school for all students.
3. CCE's Family Climate of Support for Academic Learning results indicate a 95% favorable response by parents. This is a 3% decrease from last year. There is a need to increase the favorable response back to 98%.
4. The daily attendance rate dropped from 90.14% to 89.29% and the chronic absentee rate increased from 44% indicating a great need for intervention. Efforts, inclusive of a detailed attendance committee plan and ongoing follow-up, must be made to engage students and parents with in-person learning.
5. An increase in participation was noted for SST meetings, IEP meetings, and the parent training. Efforts need to stay consistent to maintain 90%.

Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parent Participation in Stakeholder Input Processes | Parent Participation in Stakeholder Input Processes - 56 responses to Panorama Survey | Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey |
| Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) | Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 96% Hispanic (Hisp) Favorable - 98% African American (AA) - not reported | Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98% African American (AA) - not reported |

| 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) - 96% Hispanic (Hisp) - 99% African American (AA) - not reported | Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) - not reported |
| Number of Attendees Attending 1 or more school/parent center sponsored events at site | Number of Parent Attendees attending 1 or more site/parent center sponsored events - | Number of Parent Attendees attending 1 or more site/parent center sponsored events - 90% |

Planned Strategies/Activities

Strategy/Activity 1

The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Community Liaison, Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|------------------------------------------|
| Amount | 51772 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Parent Community Liaison - Salary |
| Amount | 36720 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Parent Community Liaison - Fringes |

Strategy/Activity 2

CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home. Materials and supplies will be provided for parents to work with students at home during long breaks.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, Teachers, TOSA, Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--------------------------------------------|
| Amount | 1200 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Teacher Extra Duty - Salary |

| | |
|-------------------------|------------------------------------|
| Amount | 423 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Teacher Extra Duty - Fringes |
| Amount | 1453 |
| Source | Title I Part A: Parent Involvement |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Parent supplies for training |

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, Community Liaison, Teachers, parents

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Amount | 2500 |
| Source | LCFF |
| Budget Reference | 5700-5799: Transfers Of Direct Costs |
| Description | Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans. |

Strategy/Activity 4

Cathedral City Elementary will utilize community volunteers for events and academic programs such as BookPals, Read With Me, Read Across America Day, International Walk to School Day, and Family Recess Day.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Librarian, Teachers, Community Liaison, Administration, Volunteers

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No additional cost to the school. Parent community liaison and librarian will assist with coordination.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

Low Income

Specific Student Groups:
Chronically Absent

Timeline

7/1/2023-6/30/24

Person(s) Responsible

PTG Group, CCE Staff, Administration, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No additional cost to the site's categorical budget.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

1. Our suspension rate on the dashboard for 21-22 was 0.4%. This is up 0.1% from last year. Prior to 2020-21, our suspension rate fell in the very low status so the need is to maintain the blue or green status.
2. Reduce office discipline referrals- this year we are already at 193 incidents. This is an increase from 102 last year, indicating a need in this area.
3. Winter of 22-23 results on the Student Climate Survey from Panorama indicated that safety was the least favorable scoring at 57%, declining 3% from the previous year. This indicates a need in this area.
4. The area of knowledge and fairness of discipline, rules, and norms declined 4% from the 2021-2022 survey. This area continues to be a challenge as students adjust to being back at school in person full-time.
5. The Student SEL Survey from Panorama results indicated that self-efficacy continues to be the lowest scoring area, dropping 4% from last year to 46%, Growth mindset was the highest at 62%. It is evident that students need to see the connection between the two areas. Self-management and grit are the other identified areas of need scoring 56% and with a drop of 5% and 7% respectively from the previous year.
6. The daily attendance rate dropped from 90.14% to 89.29% and the chronic absentee rate grew from 41% to 45%. Efforts, inclusive of a detailed attendance committee plan and ongoing follow-up, must be made to engage students and parents with our school community.

Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------|--------------------------|--------------------------|
| Student Attendance Rates | Student Attendance Rates | Student Attendance Rates |

| Metric/Indicator | Baseline | Expected Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------|----------------|--------|-----|-----------|--------------------------|--|----|-----------|--------------------------|--|------|-----------|--------------------------|--|----|----------------------|---|--|-----|-----------|--------------------------|--|-----|-----------|------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|----------------|--------|-----|--------|-------|---------------|----|--------|-------|---------------|------|--------|-------|---------------|----|----------------------|--|--|-----|--------|-------|---------------|-----|--------|-------|----------------|
| All Students (ALL) | All Students (ALL) - 92.86% | All Students (ALL) -95.32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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>Very High</td> <td>29.2% chronically absent</td> <td></td> </tr> <tr> <td>EL</td> <td>Very High</td> <td>25.7% chronically absent</td> <td></td> </tr> <tr> <td>Hisp</td> <td>Very High</td> <td>27.8% chronically absent</td> <td></td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Very High</td> <td>29.3% chronically absent</td> <td></td> </tr> <tr> <td>SWD</td> <td>Very High</td> <td>29% chronically absent</td> <td></td> </tr> </tbody> </table> | St. Group | Color | DFS/Percentage | Change | All | Very High | 29.2% chronically absent | | EL | Very High | 25.7% chronically absent | | Hisp | Very High | 27.8% chronically absent | | AA | No Performance Color | | | SED | Very High | 29.3% chronically absent | | SWD | Very High | 29% chronically absent | | <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>28.7%</td> <td>Declined -0.5</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>25.2%</td> <td>Declined -0.5</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>27.3%</td> <td>Declined -0.5</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>28.8%</td> <td>Declined -0.5</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>28.5%</td> <td>Declined -0.5</td> </tr> </tbody> </table> | St. Group | Color | DFS/Percentage | Change | All | Orange | 28.7% | Declined -0.5 | EL | Orange | 25.2% | Declined -0.5 | Hisp | Orange | 27.3% | Declined -0.5 | AA | No Performance Color | | | SED | Orange | 28.8% | Declined -0.5 | SWD | Orange | 28.5% | Declined -0.5 |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Very High | 29.2% chronically absent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Very High | 25.7% chronically absent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Very High | 27.8% chronically absent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | No Performance Color | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Very High | 29.3% chronically absent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Very High | 29% chronically absent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EL | Orange | 25.2% | Declined -0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Orange | 27.3% | Declined -0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | No Performance Color | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Orange | 28.8% | Declined -0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Orange | 28.5% | Declined -0.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Very Low | 0.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Very Low | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Very Low | 0.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | No Performance Color | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Very Low | 0.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Low | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Group | Color | DFS/Percentage | Change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | Blue | .2 | Maintained 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | Blue | .2 | Maintained 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hisp | Blue | .2 | Maintained 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA | No Performance Color | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SED | Blue | .2 | Maintained 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SWD | Green | .2 | Maintained 0.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Expulsion Rates All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0 | Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Metric/Indicator | Baseline | Expected Outcome |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Panorama Survey - School Connectedness All students: 78% favorable EL: 78% Hisp:78% African American (AA) - Not reported | Panorama Survey - School Connectedness All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - Not reported |
| Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Panorama Survey - School Safety All students: 68% EL: 68% Hisp: 68% African American (AA) - Not reported | Panorama Survey – School Safety All Students (ALL) - 70% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - Not reported |
| Williams Facilities Inspection Results | Williams Facilities Inspection Results - 100% | Williams Facilities Inspection Results - 100% |

Planned Strategies/Activities

Strategy/Activity 1

Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2022-2023 school year. In addition, the Student Success committee will continue monitoring data and looking at improvements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Entire Staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Amount | 2500 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs- conference fees |

Strategy/Activity 2

CCE will increase daily attendance and will decrease chronic absenteeism by targeting the "moderately chronic" student group through interest surveys, mentoring, and preferred planned monthly activities. The school community liaison (funded under goal 2) will also assist with this strategy by calling and meeting with parents of chronically absent students and monitoring the weekly A2A letters.

Students to be Served by this Strategy/Activity

- Foster Youth
- Specific Student Groups:
Chronically Absent Students

Timeline

7/1/21 - 6/30/22

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|-------------------------------------------------------------------------------|
| Amount | 3000 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Attendance plan supplies will be purchased to motivate attendance improvement |

Strategy/Activity 3

Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Recess Coach, Supervision Aides, Teachers, Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Amount | 21099 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries |
| Amount | 5783 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes |

Strategy/Activity 4

Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor will continue to provide resources for restorative practices. Self regulation strategies will be provided for all classrooms with a calming corner resource.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/24

Person(s) Responsible

Administration, Librarian, Staff, classroom teachers, counselor

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Amount | 2000 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials such as posters, books, games and other resources with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. These materials help support SEL. |

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, 2023 - June 30, 2024 | 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, 2023 - June 30, 2024 | Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 | 205,062 | LCFF |
| Technology Teacher on Assignment (TOSA) | July 1, 2023 - June 30, 2024 | 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, 2023 - June 30, 2024 | Parenting Classes on effective strategies and structures. Parent/community engagement events | 1,851 | Title I |

| 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 Professional Development | July 1, 2023 - June 30, 2024 | Training, substitutes and accompanying books and materials. | 3,703 | Title IV |
| Youth Mental Health First Aid Training | July 1, 2023 - June 30, 2024 | 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 | \$175,805 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$435,900.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|------------------------------------|---------|---------|
| Title I | 172,729 | 0.00 |
| Title I Part A: Parent Involvement | 3,076 | 0.00 |
| LCFF | 260,095 | 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 | \$172,729.00 |
| Title I Part A: Parent Involvement | \$3,076.00 |

Subtotal of additional federal funds included for this school: \$175,805.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| LCFF | \$260,095.00 |
| None Specified | \$0.00 |

Subtotal of state or local funds included for this school: \$260,095.00

Total of federal, state, and/or local funds for this school: \$435,900.00

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| | 0.00 |
| LCFF | 260,095.00 |
| None Specified | 0.00 |
| Title I | 172,729.00 |
| Title I Part A: Parent Involvement | 3,076.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------------------------------------------|------------|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 167,397.00 |
| 2000-2999: Classified Personnel Salaries | 108,284.00 |
| 3000-3999: Employee Benefits | 108,373.00 |
| 4000-4999: Books And Supplies | 41,546.00 |
| 5000-5999: Services And Other Operating Expenditures | 7,800.00 |
| 5700-5799: Transfers Of Direct Costs | 2,500.00 |
| None Specified | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------------------------------------------|------------------------------------|------------|
| | | 0.00 |
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 45,049.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 108,284.00 |
| 3000-3999: Employee Benefits | LCFF | 75,951.00 |
| 4000-4999: Books And Supplies | LCFF | 27,011.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 1,300.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF | 2,500.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 121,148.00 |
| 3000-3999: Employee Benefits | Title I | 31,999.00 |
| 4000-4999: Books And Supplies | Title I | 13,082.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 6,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement | 1,200.00 |
| 3000-3999: Employee Benefits | Title I Part A: Parent Involvement | 423.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 1,453.00 |

School Site Council Membership

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

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---------------------------------------------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Brenda Santana | X | | | | |
| Tiffany Silva (Cobb) | | X | | | |
| Tracy Darrin | | X | | | |
| Rosalind Orduno | | X | | | |
| Cynthia Gutierrez | | | X | | |
| Aratzi Pineda | | | | X | |
| Monica Gutierrez | | | | X | |
| Amberlea Martinez | | | | X | |
| Maria Trujillo | | | | X | |
| Mariana Frias | | | | 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 10/05/23.

Attested:



Principal, Brenda Santana on 10/05/23



SSC Chairperson, Tracy Darrin on 10/05/23

Title I and LCFF Funded Program Evaluation

| |
|----------------------------------------------------------------------------------------------------------|
| Goal #1: |
| CCE will increase academic achievement through best first tier I instruction and academic interventions. |

| 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> |
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| <p>Professional Development Opportunities: The district will provide High Impact Math Training and Kagan Cooperative Learning training. Teachers will be provided with a professional development stipend for ELA and Math training and planning at the beginning of the school year and during the school year as well as throughout the year as needed. The training will be focused on best first instructional strategies using core curriculum targeting priority standards and support strategies for our English Learners and Students With Disabilities. Each grade level will be provided with paid additional collaboration to design and plan lesson sequences with a specific focus on effective strategies for our SWD and EL student groups. Additional paid collaboration time will also focus on math instruction and short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups. Materials will be provided for teachers to implement the new strategies learned. These include books, Kagan supplies, materials for engagement etc. An additional day of voluntary training will be provided by the site TOSA to give teachers strategies for incorporating UDL into Science, ELA and Math. Additionally, supports and strategies will be provided for Guided Reading groups and Mental Math routines. Additional supplies will be purchased so that teachers have materials to implement the new</p> | | | |

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| <p>strategies. This will include materials needed to create small group activities, work places for math, etc such as laminating, cardstock, markers, whiteboards, etc. Opportunities for tutoring, intersession or Saturday school specifically for Foster and Homeless, students with disabilities and English Learners will be available throughout the year based on data.</p> | | | |
| <p>Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Foster or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction.</p> | | | |
| <p>Licenses and subscriptions for support programs such as Accelerated Reader, Scholastic news, novel effect etc.</p> | | | |
| <p>Supplemental instructional and technology supplies and equipment will be available for tier I instruction including but not limited to: Learning Dynamics, Wonders and Bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, replacement bulbs, adaptors and other technology items, classroom printers, ELMO's and insurance.</p> | | | |
| <p>Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies.</p> | | | |
| <p>Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. SES will be provided through the district for 3rd-5th graders. English Language newcomers and/or beginners will be provided with language development support on Wednesdays after school.</p> | | | |
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Goal #2:
 Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

| 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> |
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| <p>The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate.</p> | | | |
| <p>CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home. Materials and supplies will be provided for parents to work with students at home during long breaks.</p> | | | |
| <p>Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.</p> | | | |
| <p>Cathedral City Elementary will utilize community volunteers for events and academic programs such as BookPals, Read With Me, Read Across America Day, International Walk to School Day, and Family Recess Day.</p> | | | |
| <p>Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.</p> | | | |

Goal #3:
 CCE students will be provided a positive, safe, and healthy learning environment.

| 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> |
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| Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2022-2023 school year. In addition, the Student Success committee will continue monitoring data and looking at improvements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety. | | | |
| CCE will increase daily attendance and will decrease chronic absenteeism by targeting the "moderately chronic" student group through interest surveys, mentoring, and preferred planned monthly activities. The school community liaison (funded under goal 2) will also assist with this strategy by calling and meeting with parents of chronically absent students and monitoring the weekly A2A letters. | | | |
| Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict. | | | |

Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor will continue to provide resources for restorative practices. Self regulation strategies will be provided for all classrooms with a calming corner resource.