



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	Agua Caliente Elementary School
Address	30-800 San Luis Rey Drive Cathedral City, CA 92234-6045
County-District-School (CDS) Code	33-67173-6032387
Principal	Eric Antuna
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025-6/30/2026
Schoolsite Council (SSC) Approval Date	October 15, 2025
Local Board Approval Date	November 18, 2025

X This certifies that updates to my SPSA are completed

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	4
Purpose and Description.....	5
Educational Partner Involvement	5
Resource Inequities	7
Needs Assessment – Review of Performance.....	8
Reflections: Success	8
Reflections: Identified Need	9
School and Student Performance Data	11
Student Enrollment.....	11
Student Population.....	13
Overall Performance	15
English Language Arts	17
Mathematics	19
English Learner Progress.....	21
Chronic Absenteeism	22
Suspension Rate.....	24
Annual Review and Update	26
Goal 1 – Increased Academic Achievement	26
Goal 2 – Parent Engagement.....	36
Goal 3 – Safe and Healthy Learning Environment.....	41
Goals, Strategies, & Proposed Expenditures.....	47
Goal 1.....	47
Goal 2.....	59
Goal 3.....	65
Centralized Services for Planned Improvements in Student Performance	72
Budget Summary and Consolidation	74
Budget Summary	74
Allocations by Funding Source.....	74
Other Federal, State, and Local Funds	74
Expenditures by Funding Source	75
Expenditures by Budget Reference	76
Expenditures by Budget Reference and Funding Source	77
School Site Council Membership	78

Recommendations and Assurances79

Title I and LCFF Funded Program Evaluation80

Instructions.....85

 Instructions: Linked Table of Contents.....85

 Purpose and Description85

 Educational Partner Involvement86

 Resource Inequities86

Goals, Strategies, Expenditures, & Annual Review86

 Annual Review88

 Budget Summary88

 Appendix A: Plan Requirements90

 Appendix B:.....92

 Appendix C: Select State and Federal Programs94

School Vision and Mission

Our Agua Caliente family works together to inspire a love of learning and develop productive members of society with high expectation for all!

School Profile

Agua Caliente Elementary School is located in Cathedral City, California, a rapidly growing community in the Coachella Valley. As one of the sixteen elementary schools in the Palm Springs Unified School District, Agua Caliente serves approximately 648 students in grades TK (transitional kindergarten) through grade five. The School Plan for Student Achievement is updated annually by the Agua Caliente Elementary School Site Council. For more information about our school and to review our School Accountability Report Card, please visit our school web page (www.psusd.us/aces) or stop by the school office. We are an educational team who believes that our students can and will develop the skills necessary for life long success. We provide a safe and secure environment in which students, teachers, parents, and community work together to ensure each learner will achieve his/her full potential. Instruction within a collaborative model is used to ensure all students have access to the core curriculum. A pyramid of interventions has been established to meet the various educational needs of our students. This three tiered process enables us to help support students, so that they reach grade level standards. Through teamwork and the SST process, students who are struggling are assessed using assessments selected from the core curriculum. Students are grouped for instructional purpose according to their assessed performance. Following assessment, students receive instruction at their reading level utilizing a variety of service delivery models including: Small Group Instruction, One-on-One Tutoring, Direct Instruction, Cooperative Learning, Computer Assisted Learning, etc. Identified students with disabilities are provided extra supports delivered within the regular education classes, push in instruction, or pull out support with consultation from special education personnel. Three Functional Life Skills Classes are offered for students in Grades K-5.

Agua Caliente School Plan will be aligned with the Palm Springs Unified School District's Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, with specific activities to address state and locally identified priorities. Areas of focus will include Academic Achievement, Human Resources Development, Safe and Secure Environment, and Parent/Community Partnerships. Agua Caliente will address these areas in the following ways:

Implement California Content Standards:

- Purchase materials to support the California Standards.
- Implementation of strategies to increase rigor and improve student engagement
- Provide professional development for Foundational Literacy Skills and Mathematics

Enhance Data Reporting

- Continuation of of data teams
- Monitor intervention groups for academic progress
- Correlate data from multiple sources to develop personal learning plans with students

Focus on English Language Learners

- Provide language support in core content classes
- Provide professional development to all teachers in "Write from the Beginning"
- Expand the use of Thinking Maps

Provide Interventions in Literacy and Mathematics

- Focus on Foundational Skills in Phonics and Phonemic Awareness
- Increase before school and after school academic support
- Utilize online supports to close the achievement gap
- Expand ThinkTogether program to include remediation and extended learning opportunities

Increase Parent Involvement

- Establish a clear parent participation plan and workshops for parents
- Provide training for parents on how to access online supports for their children
- Increase the number of parents participating in English classes
- Engage families in understanding the importance of reading skills

Agua Caliente Elementary School receives a portion of services that are centrally managed by the District. Some of these services include curriculum and instructional support, local testing services, data analysis training, collaboration training, intervention assistance, professional development, and early childhood education via Title I, Title II, Title III, and additional LCFF funds.

Purpose and Description

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

☑ Schoolwide Program

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

Agua Caliente Elementary Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the California School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. The Agua Caliente Elementary 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

Nominations for teacher members of the School Site Council were requested to submit names to the school principal. Ballots were sent out in mid September, voting closed on October 7, 2024 and members were announced to staff and families on October 8, 2024. The election was for one teacher and one parent. Parents on the council are: Jennifer Arugay, Elsa Enriquez, Judith Gutierrez, Susana Serrano, and new elected Enrique Gonzalez. Teachers: Yesenia Gonzalez, Erin Raaum, and newly elected Stacey Ventura. Classified/Other Staff: Yadira Milward.

SSC and ELAC Meeting Dates and Topics

October 9, 2024

Held an information meeting regarding establishing an ELAC for the 2024-2025.

October 16, 2024

SSC Training - Met with District Staff to review the Expectations for SSC Meetings and Needs, proposed dates, officer duties, and bylaws were reviewed as well as the discussions around the proposals for updating the school plan (covering the overages from the 2023-2024 school year and allocating the additional Title I funds for the 2024-2025 school year.

October 23, 2024 SSC

Met to nominate and vote in officers. New officers: Ms. Serrano will be President, Ms. Gutierrez will be Vice President, and Mr. Antuna will be Secretary. Shared the proposed changes to accommodate reduction in LCAP Funding due to overage from 2023-2024 (\$14,118), the proposal is to reduce a 7 hours Para II to the original funding of 5 hours when that employee resigns. For the additional Title I Funding (\$11,073 and \$298 in Parent Title I) the council approved additional opportunities for academic and behavioral support by increasing allocations to those actions listed in the current plan. Overall Budget updates were shared with SSC regarding allocations for the year, elections for President, Vice President and Secretary. In addition, the agenda included welcoming new members, proposed dates, overview of

the Bylaws, and a review of the school plan and needs assessment. Overview of the members roles took place. SSC members met regarding a change in funding of our school-community liaison as well as the bylaws, the home-school compact, the Agua Caliente Family Engagement Policy, the Safe School plan the continued delegation of ELAC to the SSC. Position and budgeted discussions around the elimination of our prevention specialist and use the salary savings to establish the full time community liaison, increase Paraprofessionals hours to maintain positions, and increase supervision aide time. Shared ELAC Recruitment updates.

December 18, 2024 SSC

Discussion around local school data on SBM, STAR, and ATSI Data. Shared with SSC that Agua Caliente ATSI Designation will be removed as a result of meeting exit criteria for the 25-26 school year. ELAC needs assessment data shared. Discussion around question 7 (parents engaging with the program offered), resulted in a need for outreach to parents to share the opportunities presented in a clearer format. Data shared regarding the importance of our community liaison and bilingual paras in supporting our English learners.

March 12, 2025 SSC

Discussions occurred around the school plan for 25-26. As a result of a needs assessment and review, the council voted to continue with expenditures for paraprofessional and supervision aides and community liaison. Attendance data discussed. Student data discussed and reviewed briefly with the interventions listed in the SPSA including discussion centered on the areas of Attendance, Academics (ELA and Math), English Learner Performance, Discussion around school events, activities, DELAC and ELAC Information Shared (attendance monitoring, attendance incentives).

May 7, 2025 SSC

Proposed school plan and discussion for the 2025-2026 SPSA. Attendance data discussed. Student data discussed and reviewed briefly with the interventions listed in the SPSA including discussion centered on the areas of Attendance, Academics (ELA and Math), English Learner Performance, Discussion around school events, activities, DELAC and ELAC (attendance monitoring, attendance incentives). It was recommended, discussed, and approved to continue services for English learners via our school/community liaison and bilingual paraprofessional. Proposed school plan sent to Educational Services for review and approval.

May 15, 2025 SSC

Final approval for SPSA, integrating changes as a result of the review by Educational Services.

Current Strategies shared:

Goal 1: Academic Improvement in ELA/Math - Strategy 1: Collaboration for Teachers, Strategy 2: Extra Duty Interventions, Strategy 3: Materials (AR Program), Strategy 4: Paraprofessionals for Classroom Intervention Strategy 5: 11 Month Community Liaison

Goal 2: Parent Community Partnerships - Strategy 1: Parent Support/Materials/Translation, Strategy 2: Parent Engagement Meetings

Goal 3: Maintain Healthy and Safe Learning Environment, Strategy 1: 4 Supervision Aides, Strategy 2: Behavioral Intervention Systems, Strategy 3: School-Wide Counseling Lessons

Leadership Team Meetings

-August 20, 2024 - STAR Data discussion, intervention supports introduced.

-October 8, 2024 - SEL and Student Placement information shared for 2024-25 planning, needs assessment results discussed.

-February 25, 2025 - Discussed Budget Considerations for 2024-2025 expenses .

-April 22, 2025 - Finalized review of the proposed consideration submitted for approval to SSC for 25/26.

-May 14, 2025 - Updated review of the SPSA.

Family Engagement Meetings

-September 6, 2024 - Title I Information meeting & ELAC Solicitation of Information for Needs Assessment

-October 18, 2024 - Shared information on overall school plans

-February 28, 2025 - Shared SEL Data and Family Engagement Volunteer Information & ELAC Solicitation of Information for Needs Assessment

-April 25, 2025 - Shared Dashboard, ATSI Exit, and Attendance Data and an overview of the SPSA for 25/26

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input. The SSC recommends the following revisions to the SPSA:

Continue full time community liaison to support parent connections to school and access to health care including mental health.

Continue allocation for supervision aides to maintain student safety on the field and across campus.

Continue allocations for paraprofessionals to support students learning at all grades.

Continue Lexia CORE 5 as a supplement to the Supplemental UFLI curriculum being used to support structured literacy implementation needs (paid for by LCRSET Grant Funds)

ELAC Overview:

A request to families to establish an ELAC for the 2024-2025 school year was made with a date of October 9, 2024. Three parents were interested in participating. An informal meeting was held to give an idea of the purpose of the committee and what it entails. The three parents interested in the ELAC were put on a ballot and ballots were sent via papers to students who are English learners with a deadline of October 15, 2024. All three parents were voted on to the ELAC committee. A meeting was held on October 23, 2024 where the committee was trained on the ELAC procedures, the proportional percentage guidance was shared (our school's percentage of English learners is 49.3% and the ELAC is represented by 66.7% English learner parents). Additionally the ELAC manual was shared, the the English learner school needs assessment was discussed. The plan that the committee came up with was to distribute the needs assessment during conference week (November 4-8) and then gathered for the committee to review at the December 18th meeting. Dates were shared for the remaining meetings of the year - it was decided that the ELAC would follow the SSC meetings' schedule, but be held at 11:30am on December 18, 2025, March 12, 2025, and May 7, 2025.

FALL 2025 Update:

October 15, 2025 SSC Training - Met with SSC. Set expectations for SSC Meetings and Needs, proposed dates, officer duties, and bylaws were reviewed as well as the discussions around the proposals for updating the school plan. The following are results for the elections of School Site Council (SSC) Member, completed on October 10, 2025. The members will begin their 2 year term 2025-2027. Member(s) are selected to fill the open slot from the terms ending from previous SSC Members. Members who would like to serve for additional years may do so if nominated and voted in. New members: Jimmica Anderson, Susana Serrano, Ana Ochoa, Elsa Enriquez, Jorge Zaiden, Tessa Milward, and welcomed returning members: Stacey Ventura, Enrique Gonzalez, and Yadira Milward.

October 29, 2025

Reviewed changes given by Educational Services

Resource Inequities

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

At Agua Caliente Elementary School there are many opportunities available to increase the social and academic performance of students. 93.5% of all school students that attend the school are Socioeconomically Disadvantaged. Approximately 49.3% of all students are English Learners. The apparent inequities based on our needs assessment are access to mental health services, access to regular health care, access to food and shelter, services and supports in languages other than English, English proficiency in the home, access to technology and internet services, and post-secondary education opportunities for adults living in the home. Agua Caliente Elementary School has attempted to combat these inequities by partnering with FIND Food Bank monthly, hosting a mobile medical unit from RUSD Health, partnering with El Sol, a community outreach group to support families in understanding healthy choices, maintaining healthy living and accessing medical care through various clinics offered in the valley. Access to these supports are supported through our community liaison and our school counselor.

Through our needs assessment, we identified a resource inequity within our English Learner student group. Based on 2024 CA School Dashboard results in reading, our English Learner and Students with Disabilities groups are performing below our all student groups. English learners trail by 18.9 points where as Students with Disabilities trail by 80.7 points (overall AC ELA students are 72.5 points below standard). 2024-25 Star test results indicate a continuing gap for English Learners and Students with Disabilities in reading. In Goal 1 of our 2025-2026 plan, we have addressed this inequity through actions that include our community liaison being in contact of SWD, EL, and homeless families who are at risk of becoming chronically absent and using site funds to support Foundational Reading Skills supplemental curriculum, ongoing Professional Development, and materials to support our resource program and English learners in small groups. 2024 CAASPP Data show that Agua Caliente's ELA's meeting or exceeding percentage is 23.76%, in math is 24.24%, science is 22.32%, and English language proficiency is 9.12%. in ELA, there are 5 student groups in red (English Learner 91.4 points below, Hispanic 74.4 points below, Homeless 89.1 points below, socioeconomically disadvantaged 71.7 points below, and students with disabilities 153.2 points below).

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.

Based on the STAR/Renaissance Local Assessment, Agua Caliente students are making improvement this year over last year. When comparing the current year data to the previous year's students, there is growth across many grade levels.

English Learner Indicator:

48% of English Learners are making progress (an increase of 3.7%) and a Green Category on the CA School Dashboard.

ELA Indicator:

270 Students in Grades K-4 have access to the district funded Intervention Teacher that works with the UFLI program to provide intensive reading remediation instruction. Over the year, 51 students have been successfully exited with approximately 15-18 more slated to meet their goals by the end of the year. Student supported include: K- 84, 1st - 29, 2nd- 35, 3rd- 41, 4th- 8, Total: 270

Reorganization of the Intervention schedule allowed for "flooding" of the Kindergarten classes to support small group intervention for foundational skills. This time allows teachers alongside intervention staff to run small groups guided by an adult. In the first part of the school year, we have had a significant increase in the number of students knowing their letters and sounds when compared to previous year's data.

Math Indicator - STAR Math data, our current proficiency rate is 24.2%, and increase of 6.9 points from last year's data. 2024 CAASPP Data shows that math was 73.6 below standard, an increase of 8.4 points from the previous year, putting AC in the Yellow Category, and overall, AC was 2.28 points above the district's average at 24.24% and science is 2.9 points above the district at 22.32%.

ELA Indicator - STAR reading: An increase of nearly 10 percent students demonstrating proficiency on the District Benchmark (44.4% vs 34.5%). 2024 CAASPP Data shows that ELA maintained as an indicator (-0.1%)

On the Student Growth Percentile, students with disabilities are meeting the goals 72.7% versus 67.7% in Star Reading.

In attendance, overall is up, Agua Caliente is in the top five schools for attendance in the district at 94.16%. Foster/Homeless students are attending slightly higher than the average of the school at 93.75%. Chronic Absenteeism dropped 12.79% to 25.11% for the 2023-2024 with a total percent present of 93.23% - the second highest in the district. Students who are homeless are coming to school more compared with non-homeless students: 95.22% and 94.94% respectively. Students in Resource are attending more than general education students at 95.51% when compared to 95.17%.

SEL Indicator:

Students indicated on the Panorama Survey that they felt that adults encourage to work hard (78%), Students also indicated positive support for teachers allowing them to take part in classroom discussions and activities (68%) and teachers going out of their way to help students (71%)

Supporting Actions:

Focused instruction in Math has been a success for students as work on Professional Development with a focus on math conversations, Number Corner, manipulatives, and the Launch Explore Summarize lessons.

The UFLI Intervention has provided students with a opportunity to work in a small group setting on Tier II academic interventions and continues to provide students with exceptional Tier II support.

Reflections: Success

We have supported teachers and staff coordinate over 100 SSTs over the course of the year to provide students' families with the necessary materials to support their students academically and behaviorally.

FALL 2025 UPDATE:

Preliminary calculations show that there was a 17 point increase in the ELA SBAC in comparison to the the previous year.

5th grade showed the highest gains at 48 points increase as compared to the previous year and almost 53 point increase when comparing cohort data.

2024-2025 Star Testing Results show that students are performing at or above the SBAC in ELA.

The gap between SWDs, English learners, and non identified students is closing: In ELA SWD increased 51.56 points, where non-identified students grew 11.68 points. English learners grew 18.56 points (more than the overall of 17 points). In Math, SWDs grew 16.14 points, where as non identified students lost 2.43 points.

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?

Suspensions: For all students, the suspension rate was at 0.906%, an increase of 0.3% from the year before, accounting for 34 days of suspension for the 2024-2025 school year.

Supporting Actions:

Agua Caliente plans to continue to support lowering suspension rates through a continued focus on school-wide positive behavior and support systems led by our school's approach to anti-bullying and our counselor's focus on small groups, the addition of interventions to be used to support early intervention for students.

In local STAR Data, the proficiency rate in ELA is 23.8% which is down from the previous year's rate of 24.3%. In CBM reading, current proficiency is 35.1%, which represents a decline of 13% from Spring 2024. Grade level teams have been focused on working through PACT (purposeful, actionable, continuous, and trackable) Goals to increase students' abilities in reading.

ELA Indicator:

Overall students on the SBAC are 72.5 points from standard, maintaining from the previous year (-0.1) but still in the Red Category.

ELA Indicator - STAR Reading:

Students in Grades 3, 4 and 5 are scoring at 22.9% on the STAR Reading Assessment

ELA Indicator - STAR Early Literacy:

Students in Grades TK, K, 1 and 2 are scoring at 28.3% on the STAR Early Literacy Assessment

Math Indicator:

Over all students on the SBAC are 73.6 points from standard (an 8.4 point increase from the previous year), however we are still in the Yellow Category.

Math Indicator - STAR Math:

Students in Grades 3, 4 and 5 are scoring at 21.4% on the STAR Math Assessment

On the Student Growth Percentile, students with disabilities are only meeting the goals at 52.5% versus the general education peers of 78.5% in early literacy and 61.4% compared to 50.1% in Math.

ELA: Students scored 157.6 points below standard compared to their general education peer's score of 57.9 points below.

Math: Students scored 150.3 points below standard compared to their general education peer's score of 60.7 points below.

Reflections: Identified Need

Absenteeism: Students in SDC trail their RSP counter parts at 90.85% compared to 95.51% and general education of 95.17%.

While 48% of English Learners are making growth, 37.9% maintained their level and 14.1% of students went down a level (overall EL Progress is at the Green Category).

In attendance, overall, the school is listed on the CA School Dashboard as 24.7% chronically absent and scoring a Red level. Currently, SWD are, on average below, with RSP students attending at 92.11% and SDC is significantly below at 85.20% attending, compared to the school average of 93.2%.

Supporting Actions

Plans to include the teachers and support staff, including students with disabilities will include cross-grade level collaboration on the district 2-1-2 days. Cross-conversations will take place between classroom teachers and support staff, including our academic coach, counselor, and paraprofessionals. Likewise, with English learners, staff will focus on best first instruction utilizing integrated and designated English language development strategies as appropriate. English learners in need will be identified as a group to participate in the program.

In attendance, while attendance is up over all, SWD are at 93.16% attendance versus students without a disability at 94.16%. Chronic absenteeism has been an issue that has affected students all year. Overall 33 students are severley chronically absent and 84 are moderately chronically absent. English learners attend school at a 93.9% rate vs 91.8% of non English learners. This will continue to be addressed in our plan for the 2025-2026 school year.

There was a significant increase of SEL and Mental Health needs over the course of the year. This involved conversations with students, families, teachers, and school support staff. Additionally, the dedicated time to speak with families regarding delicate conversations was necessary and important. This prompted conversations around how we can better support families with communication regarding SEL, behavioral, and academic needs continuing the need to have our community liaison and counselor work closely with families and connect to outside services and resources.

As a results of these needs, Agua Caliente has worked toward a more inclusive environment - supporting the resource and SLP program by combining classrooms to allow them to have closer collaboration. We also have had a more focused schedule for teachers to follow - designating times for when resource and speech services could be done to support students with best first instruction.

FALL 2025 UPDATE:

Math SBAC data was relatively flat, decreasing 0.19 points.

While the gap is closing between SWDs and EL students, a gap still exists in ELA and Math on the SBAC:

ELA: SWDs are 106.04 points below standard, where students without a disability are 46.22 points below.

Math: SWDs are 103.16 points below standard, where as students without a disability are 63.13 points below standard.

Our current 5th grade students (4th grade students in the 2024-2025 school year) made the least amount of growth: 86.14 points below standard in ELA and 92.14 points below in math.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.48%	0.16%	1	3	1
African American	1.05%	0.64%	1.46%	6	4	9
Asian	0.35%	0.48%	0.32%	2	3	2
Filipino	0.52%	0.96%	0.81%	3	6	5
Hispanic/Latino	94.76%	93.77%	93.68%	542	587	578
Pacific Islander	%	0.16%	0.16%		1	1
White	1.75%	1.92%	2.27%	10	12	14
Multiple/No Response	1.40%	1.6%	1.13%	8	10	7
Total Enrollment				572	626	617

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	102	84
Grade 1	102	92	88
Grade 2	103	118	94
Grade3	109	105	117
Grade 4	84	119	100
Grade 5	86	90	90
Total Enrollment	572	626	617

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	306	333	304	45.10%	53.5%	49.3%
Fluent English Proficient (FEP)	74	69	86	16.10%	12.9%	13.9%
Reclassified Fluent English Proficient (RFEP)				15.8%		

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
617	93.5%	49.3%	1.1%
Total Number of Students enrolled in Agua Caliente Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	304	49.3%
Foster Youth	7	1.1%
Homeless	110	17.8%
Socioeconomically Disadvantaged	577	93.5%
Students with Disabilities	91	14.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.5%
American Indian	1	0.2%
Asian	2	0.3%
Filipino	5	0.8%
Hispanic	578	93.7%
Two or More Races	7	1.1%
Pacific Islander	1	0.2%
White	14	2.3%

Conclusions based on this data:

1. There are significant needs based on the number of Socially Economically Disadvantaged students enrolled at Agua Caliente.

2. There are significant needs based on the number of English Learners enrolled at Agua Caliente.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1. There are significant needs based on the number of students who are chronically absent at Agua Caliente.
- 2. There are significant needs based on the number of students who have been suspended.
- 3. There are significant needs based the ELA indicator.

School and Student Performance Data

Academic Performance English Language Arts

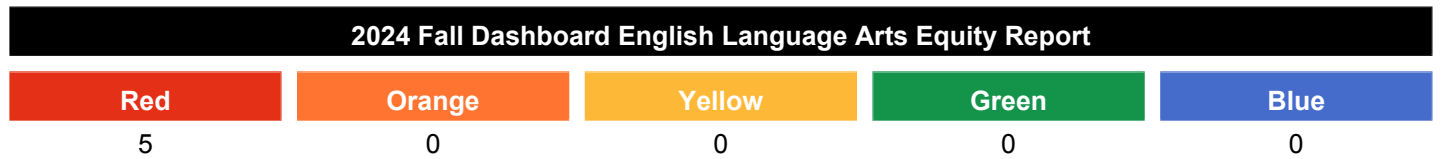
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 72.5 points below standard Maintained 0.1 points 316 Students	English Learners  Red 91.4 points below standard Declined 7.4 points 177 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  Red 89.1 points below standard Declined 4.0 points 37 Students	Socioeconomically Disadvantaged  Red 71.7 points below standard Maintained 0.8 points 314 Students

Students with Disabilities  Red 153.2 points below standard Declined 16.2 points 55 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 74.4 points below standard Maintained 1.2 points 298 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. There are significant needs based on the number of English learners who have declined significantly.
2. There are significant needs based on the number of Socio Economically Disadvantaged students who have declined significantly.

School and Student Performance Data

Academic Performance Mathematics

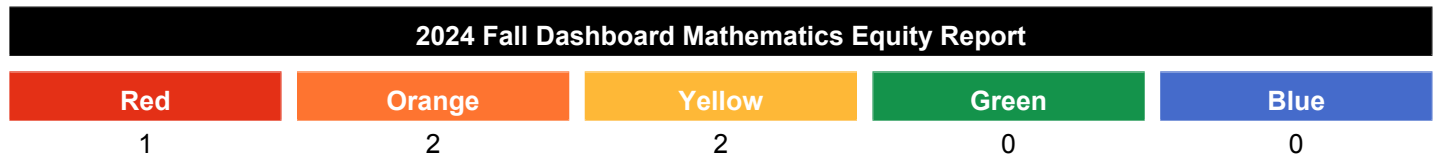
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 73.6 points below standard Increased 8.4 points 316 Students	English Learners  Orange 87.8 points below standard Maintained 1.6 points 177 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  Red 96.4 points below standard Declined 5.3 points 37 Students	Socioeconomically Disadvantaged  Yellow 73.4 points below standard Increased 8.7 points 314 Students

Students with Disabilities  Orange 143.8 points below standard Increased 3.5 points 55 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 74.2 points below standard Increased 8.2 points 298 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. There are significant needs based on the number of English learners and Socioeconomically Disadvantaged students who are still below meeting standard in ELA and Math.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 48% making progress. Number Students: 227 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.1%	37.9%	0%	48%

Conclusions based on this data:

1. Half of English Learners are making progress toward proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

24.7% Chronically Absent

Declined 13.1

671 Students

English Learners



Yellow

21.5% Chronically Absent

Declined 11.7

340 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

54.5% Chronically Absent

0

11 Students

Homeless



Orange

20.9% Chronically Absent

Declined 17.8

115 Students

Socioeconomically Disadvantaged



Yellow

24.9% Chronically Absent

Declined 12.8

619 Students

Students with Disabilities  Orange 32.8% Chronically Absent Declined 14.4 131 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Yellow 23.9% Chronically Absent Declined 13.2 624 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 31.6% Chronically Absent Declined 18.4 19 Students

Conclusions based on this data:

1. Many students at Agua Caliente are chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

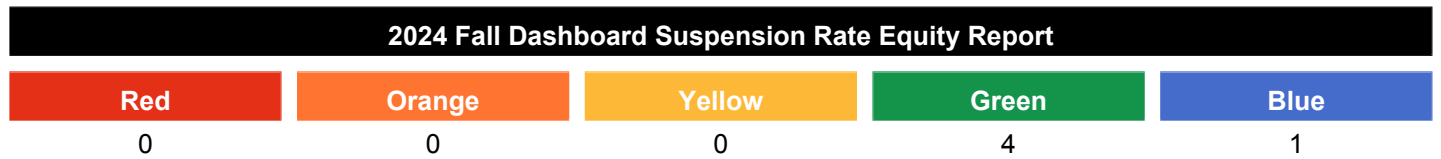
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.7% suspended at least one day Declined 0.5% 689 Students	English Learners  Green 1.1% suspended at least one day Declined 0.3% 349 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Homeless  Blue 0% suspended at least one day Declined 1.6% 120 Students	Socioeconomically Disadvantaged  Green 0.8% suspended at least one day Declined 0.4% 633 Students

Students with Disabilities  Green 3% suspended at least one day Declined 0.6% 134 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Green 0.8% suspended at least one day Maintained 0.2% 639 Students
Two or More Races  No Performance Color 0% suspended at least one day 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 0% suspended at least one day Maintained 0% 20 Students

Conclusions based on this data:

1. The increase of suspensions at Agua Caliente has changed from the previous year in comparison to this data.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

All students at Agua Caliente Elementary will meet grade level proficiency using the California standards for all academic subjects through best first instruction, targeted, small group interventions, and the implementation of practices and measures to support instructional strategies.

Annual Measurable Outcomes

Metric/Indicator

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)
)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	69.5 points below standard	Increase 3 points
EL	Orange	81 points below standard	Increase 3 points
Hisp	Orange	70 points below standard	Increase 3.2 points
AA			Less than 11
SED	Orange	69.6 points below standard	Increase 3 points
SWD	Orange	122.1 points below standard	Increase 15 points

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	 Red	72.5 points below standard	Maintained 0.1 points
EL	 Red	91.4 points below standard	Declined 7.4 points
Hisp	 Red	74.4 points below standard	Maintained 1.2 points
AA	 No Performance Color		Less than 11 Students
SED	 Red	71.7 points below standard	Maintained 0.8 points
SWD	 Red	153.2 points below standard	Declined 16.2 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
All	Yellow	79 points below standard	Increase 3 points
EL	Yellow	86.4 points below standard	Increase 3 points
Hisp	Yellow	79.4 points below standard	Increase 3 points
AA			Less than 11 Students

St. Group	Color	DFS/Percentage	Change
All	 Yellow	73.6 points below standard	Increased 8.4 points
EL	 Orange	87.8 points below standard	Maintained 1.6 points
Hisp	 Yellow	74.2 points below standard	Increased 8.2 points

Metric/Indicator	Expected Outcomes				Actual Outcomes																							
	<table><tr><td>SED</td><td>Yellow</td><td>79 points below standard</td><td>Increase 3 points</td></tr><tr><td>SWD</td><td>Orange</td><td>132.3 points below standard</td><td>Increase 15 points</td></tr></table>				SED	Yellow	79 points below standard	Increase 3 points	SWD	Orange	132.3 points below standard	Increase 15 points	<table><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students</td></tr><tr><td>SED</td><td> Yellow</td><td>73.4 points below standard</td><td>Increased 8.7 points</td></tr><tr><td>SWD</td><td> Orange</td><td>143.8 points below standard</td><td>Increased 3.5 points</td></tr></table>				AA	 No Performance Color		Less than 11 Students	SED	 Yellow	73.4 points below standard	Increased 8.7 points	SWD	 Orange	143.8 points below standard	Increased 3.5 points
SED	Yellow	79 points below standard	Increase 3 points																									
SWD	Orange	132.3 points below standard	Increase 15 points																									
AA	 No Performance Color		Less than 11 Students																									
SED	 Yellow	73.4 points below standard	Increased 8.7 points																									
SWD	 Orange	143.8 points below standard	Increased 3.5 points																									
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 22.32%																							
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Orange</td><td>44.3</td><td>Maintain</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	Orange	44.3	Maintain	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Green</td><td>48%</td><td>4 3.7</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	48%	4 3.7				
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	Orange	44.3	Maintain																									
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	 Green	48%	4 3.7																									
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Meet or exceed county rate or grow of 2%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Meet or exceed county rate or grow of 2%																							
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 - 20% Exceeded, 25% Met, 25% Nearly Met, 30% Did Not Meet				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 20% Exceeded, 25% Met, 25% Nearly Met, 30% Did Not Meet																							
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
Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered around student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic performance using multiple assessment measures and the results of these measures. The focus will be on the Science of Reading in ELA, Math, science, ELD, and social-emotional learning. Special attention will be given to Homeless and SWD in PD and will be monitored through attendance records and data monitoring.	There has been an overall push towards having teachers meet the needs of students' foundational skills and the professional development through the Science of Reading. Staff at Agua Caliente has participated in a varied of Professional Development modules to change their practice. Time has been a hindrance in getting all staff on board in supporting students' academic needs and growth. When professional development opportunities were given, either guest teachers were not available or teachers' other commitments took precedence (behavioral needs in classrooms have posed a particular challenge in recent years). For the 2025-2026 school year Agua Caliente will continue this action, as data teams will be essential to assess and evaluate the levels of students as we address learning loss and student needs from being online for the entire year.	Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 1,037	Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 852
		Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc. 1000-1999: Certificated Personnel Salaries LCFF 4,844	Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc. 1000-1999: Certificated Personnel Salaries LCFF 2,302
		Collaboration/Guest Teacher Costs for articulation. 1000-1999: Certificated Personnel Salaries Title I 1,500	Collaboration/Guest Teacher Costs for articulation. 1000-1999: Certificated Personnel Salaries Title I 5,200
		Conferences/PD/Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I 250	Conferences/PD/Consultants 5000-5999: Services And Other Operating Expenditures Title I 0
		Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students 2000-2999: Classified Personnel Salaries Title I	Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students 2000-2999: Classified Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		10,573	8,420
		Guest Teachers for Teacher Professional Development/Collaboration 1000-1999: Certificated Personnel Salaries Title I 250	Guest Teachers for Teacher Professional Development/Collaboration 1000-1999: Certificated Personnel Salaries Title I 1,602
Extended learning opportunities will be provided for students in need of academic and behavioral interventions: Counseling, Small Group Instruction, Before school, After school, Wednesdays, Saturdays, and Intersessions will be offered throughout the school year designed with goal of enhancing the learning for student identified at each grade level that need the additional support, including intervention supplies for students. Homeless students and SWD will be given the first priority to attend these interventions, special attention will be given to enroll them in these programs via out reach by staff including the community liaison. This will be monitored through attendance records, data sheets, Renaissance CBM, and STAR data.	Extended learning opportunities for students was delivered before and after school including Wednesdays. Many of these opportunities were offered in conjunction with the district's Expanded Learning Program. More than 100 AC students participated in this program at various times of the year. The competitiveness of the Expanded Learning program and the school's offering of academic support caused a competition between the two programs - Expanded Learning offered more innovative programs and paid teachers their per diem versus the school's standard extra duty rate. For the 2025-2026 school year Agua Caliente will continue this action. It is important to address student needs in an organized, consistent, and ongoing way - opening up opportunities daily or weekly in addition to weekends and holidays will be a focus on addressing students' needs. Collaboration with the Expanded Learning Department is essential and will be more	Time cards for Extended Day before/after school and weekends/school breaks 1000-1999: Certificated Personnel Salaries LCFF 2,500	Time cards for Extended Day before/after school and weekends/school breaks 1000-1999: Certificated Personnel Salaries LCFF 1,404
		Time cards for Extended Day before/after school and weekends/school breaks 2000-2999: Classified Personnel Salaries LCFF 12,000	Time cards for Extended Day before/after school and weekends/school breaks 2000-2999: Classified Personnel Salaries LCFF 3,496
		Supplemental Materials/Resources for Intervention 4000-4999: Books And Supplies LCFF 5,000	Supplemental Materials/Resources for Intervention 4000-4999: Books And Supplies LCFF 4,102
		Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 479	Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 843

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	imperative as rules will change to allow for that engagement in the new school year.	Materials for student acknowledgement of academic achievement 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,000	Materials for student acknowledgement of academic achievement 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,340
		Supplemental Materials and Resources for English Learner Intervention 4000-4999: Books And Supplies LCFF 9,000	Supplemental Materials and Resources for English Learner Intervention 4000-4999: Books And Supplies LCFF 8,240
		Intervention and supportive materials for students with disabilities 4000-4999: Books And Supplies LCFF 2,500	Intervention and supportive materials for students with disabilities 4000-4999: Books And Supplies LCFF 4,301
		Extra duty for classified staff to support students with disabilities 2000-2999: Classified Personnel Salaries LCFF 2,500	Extra duty for classified staff to support students with disabilities 2000-2999: Classified Personnel Salaries LCFF 3,140
Students will be supported with foundational skills instruction and review via small group instruction, intervention activities and other supplemental services. Students with disabilities and homeless students will be monitored regularly by school and intervention staff. This action will be monitored through Lexia CORE 5, Renaissance AR Program.	Students regularly tested in the program and the provided teachers with levels on how students were performing over the course of the year with tracking done by our librarian and classroom teachers. There were 8,756 quizzes taken at the time of the writing of this plan. There was a drop in the total number of assessments given (dropping by approximately half).	Technology, Books, Learning Dynamics, other supplemental classroom materials 4000-4999: Books And Supplies Title I 500	Technology, Books, Learning Dynamics, other supplemental classroom materials 4000-4999: Books And Supplies Title I 1,103
		Renaissance Learning - Accelerated Reader 5000-5999: Services And Other Operating Expenditures	Renaissance Learning - Accelerated Reader 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	For the 2025-2026 school year Agua Caliente will continue this action as it provided a wealth of data that teachers can regularly collaborate around. We will discontinue it if the district provides for the program district-wide.	Title I 3,900	Title I 3,900
		Lexia Learning Full School License 5000-5999: Services And Other Operating Expenditures Title I 13,800	Lexia Learning Full School License 5000-5999: Services And Other Operating Expenditures Title I 0
Classroom paraprofessionals will provide support in school and after school across all content areas in grades TK-5 in the form of small group instruction targeted to meet student needs based on academic performance data. Bilingual paraprofessionals will support ELL students in the area of increasing English proficiency across all content areas. Additional time will be given to classified staff to support student academic and behavioral interventions, before, during, and after school and on weekends and school breaks. Homeless and SWD will be a focus in providing this service. This will be monitored through attendance records, data sheets, Renaissance CBM, and STAR data.	Small groups were run by classroom paraprofessionals in classrooms. This support was given to students during the school day and after school, including Wednesdays, before school, and over the school breaks. There were 9 sessions offered that had more than 100 students in attendance during our Wednesday intervention. We needed all of our paraprofessionals to support to provide small group instruction for students. This was an imperative support for all students and teachers relied on staff to implement successful small group instruction. This was limited when staff was out for illness and personal needs. For the 2025-2026 school year Agua Caliente will continue this action. We found that extra support was vital in engaging students who did not regularly attend class and they were essential connections to families who did not speak English as their primary language. The modification of this goal will be to include additional support as it will be	Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries LCFF 3,395	Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries LCFF 4,301
		Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries Title I 558	Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries Title I 1,530
		Salary for one 7 hour bilingual aide position to support English learner students 2000-2999: Classified Personnel Salaries LCFF 25,240	Salary for one 7 hour bilingual aide position to support English learner students 2000-2999: Classified Personnel Salaries LCFF 26,424
		Benefits for one 7 hour bilingual aide positions 3000-3999: Employee Benefits LCFF 9,878	Benefits for one 7 hour bilingual aide positions 3000-3999: Employee Benefits LCFF 10,103
		Increase two Paraprofessional I to 7 hours, with intention to support homeless, EL, and SWD students daily and provide extra support on Wednesdays.	Increase two Paraprofessional I to 7 hours, with intention to support homeless, EL, and SWD students daily and provide extra support on Wednesdays.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	needed. This may be in the form of a 3.5 hour aide.	2000-2999: Classified Personnel Salaries LCFF 24,499	2000-2999: Classified Personnel Salaries LCFF 26,234
		Benefits to increase Paraprofessional I aides to 7 hours 3000-3999: Employee Benefits LCFF 13,502	Benefits to increase Paraprofessional I aides to 7 hours 3000-3999: Employee Benefits LCFF 14,104
Provide an online assessment and/or learning system to augment and support a Multi-Tiered System of Support for all students. Focused groups on Homeless and SWD will allow for Provide for Professional Development to learn new strategies that will change teacher practice in implementing evidenced-based strategies. This will be monitored through PD records, attendance of students, and Renaissance STAR and CBM data.	We focused on providing students with some basic phonics and phonemic awareness skills that were delivered through the Heggerty and UFLI supplemental curriculums. We have found that students are missing basic foundational skills and are in need of more foundational skill instruction. For the 2025-2026 school year Agua Caliente will continue this action as it provided a wealth of data that teachers can regularly collaborate around. We will continue with the Lexia CORE 5 program as that is an excellent example of supporting students' in-class learning through a digital platform - paid for by the LCRSET Grant.	Provide for supplemental curriculum and instruction for phonics and intervention instruction. 4000-4999: Books And Supplies Title I 656	Provide for supplemental curriculum and instruction for phonics and intervention instruction. 4000-4999: Books And Supplies Title I 4,233
		Toner to print certificates from the online program (AR) to reward and incentive students. 4000-4999: Books And Supplies LCFF 1,250	Toner to print certificates from the online program (AR) to reward and incentive students. 4000-4999: Books And Supplies LCFF 1,402
		Consultation to support professional development 5800: Professional/Consulting Services And Operating Expenditures Title I 500	Consultation to support professional development 5800: Professional/Consulting Services And Operating Expenditures Title I 0
		Guest teachers to provide release time to support teachers' understanding of implementing evidence-based strategies to support student learning.	Guest teachers to provide release time to support teachers' understanding of implementing evidence-based strategies to support student learning.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 500	1000-1999: Certificated Personnel Salaries Title I 4,794
Support English Learners across the school in learning English, improving foundational skills, and attending school. This specific action is listed without dollar amounts with the intent to specifically share how English learners are being supported. Salaries of the positions listed below can be found in Goal 1, Activity 4 and Goal 2, Activity 3, additionally, district costs can be found in the Centralized Services section of this school plan.	English Learners are receiving targeted support through dedicated instructional staff, small group interventions, and language development strategies integrated across grade levels. These efforts have led to measurable growth in foundational literacy skills and improved attendance among EL students, demonstrating the impact of the school's comprehensive support system. English Learners often face several challenges that hinder language acquisition, including limited exposure to academic English, which makes mastering complex vocabulary and structures difficult. Inconsistent access to high-quality designated and integrated ELD instruction can further slow progress. Additionally, many ELs enter school with insufficient foundational literacy skills in either their home language or English, and some have experienced interrupted or limited formal education, creating further gaps in both language and content learning. In 2025–2026, we will continue supporting English Learners by maintaining designated instructional support staff, expanding small group and push-in interventions, and ensuring	Community Liaison outreach to families of English learner students who are at risk or on the verge of chronic absenteeism. 2000-2999: Classified Personnel Salaries LCFF	Community Liaison outreach to families of English learner students who are at risk or on the verge of chronic absenteeism. 2000-2999: Classified Personnel Salaries LCFF
		Paraprofessionals providing intervention support in the form of small groups for newcomers at all levels and English learners in small groups in grades TK-3. 2000-2999: Classified Personnel Salaries Title I	Paraprofessionals providing intervention support in the form of small groups for newcomers at all levels and English learners in small groups in grades TK-3. 2000-2999: Classified Personnel Salaries Title I
		Instructional Coach to provide coaching opportunities to support teachers in teaching English learners. None Specified None Specified	Instructional Coach to provide coaching opportunities to support teachers in teaching English learners. None Specified None Specified
		Intervention Teacher to provide intervention opportunities to support English learners with foundational skills. None Specified None Specified	Intervention Teacher to provide intervention opportunities to support English learners with foundational skills. None Specified None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	EL strategies are embedded in core instruction. Ongoing professional development will be provided to teachers to strengthen integrated and designated ELD practices, while regular data reviews will guide targeted supports to accelerate language acquisition and foundational skill development.		

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
The strategies and activities implemented to support English Learners were comprehensive and multifaceted, including small group instruction, use of supplemental curricula (Heggerty and UFLI), digital tools like Lexia, and extended learning opportunities. These actions were effective in improving foundational literacy skills and increasing attendance, demonstrating that targeted supports and consistent interventions positively impacted student learning outcomes. 1. Overall, we remain at an academic level that shows significant need. In ELA, there are 5 student groups in red (English Learner 91.4 points below, Hispanic 74.4 points below, Homeless 89.1 points below, socioeconomically disadvantaged 71.7 points below, and students with disabilities 153.2 points below. In Math, all students are 82 points below standard, English Learners are 113.8 points below standard, and Students with Disabilities at a very low 147.3 points below standard. 2. Student with disabilities continue trail behind students without an IEP in all areas as noted above and in local data (STAR), in Reading students with a disability are at 6.5% whereas students without a disability are at 38.8%. In Math, the trend is similar with students with a disability scoring 12.7% proficient and students without a disability scoring 50.1% proficient. 3. English Learner testing results identify students at 4 levels. Agua Caliente has 7.96% at Level 4, 33.44% at Level 3, 31.53% at Level 2, and 27.07% at Level 1, showing a significant need (more than 60%) of students in need of major English language support. Overall, 44.3% of students progressed one level, 39.6% of students maintained their level, and 16.2% of students dropped a level. 4. Student absences are posing a challenge to our students, we have planned to continue our support for our community liaison with overtime hours to provide outreach for families to participate in intervention support on Wednesday afternoons and before/after school as well as providing support for independent studies. Currently the attendance rate is 93.2% of students regularly attending school.

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

While the overall strategies were implemented as planned, staffing shortages due to illness or personal needs occasionally disrupted the delivery of small group instruction. There was also a drop in assessment participation, limiting available data. Additionally, scheduling conflicts and lack of substitute coverage made it difficult for some teachers to fully participate in professional development opportunities.

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.

For the 2025–2026 school year, modifications will include the possible addition of a 3.5-hour instructional aide to support small group instruction and reduce interruptions due to staffing gaps. There will also be a stronger collaboration with the Expanded Learning Department to align services and reduce programmatic competition. These changes are reflected in the updated SPSA under Goal 1 and associated activities, with an emphasis on maintaining data-informed practices and expanding targeted support.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Agua Caliente Elementary is committed to increasing opportunities for families and the community to be meaningful partners in the education of our students. This target includes a focus on providing parent education workshops that will enhance the learning of our students and ensure that all student needs are being met.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes will be 250 Responses	Parent Participation in Stakeholder Input Processes was 141 responses.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 98% of families scored favorable Hispanic (Hisp) - 98% of families scored favorable
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% of families scored favorable Hispanic (Hisp) - 97% of families scored favorable
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 - 80% of students	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 78% of students
Community Liaison Effectiveness	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" of 96% or higher - goal of 98%.	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" was 99%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Agua Caliente will provide parent training to help educate parents about the CA Standards, ways to help their children at home, social-emotional learning strategies, growth mindset, and college and career readiness. These events will include education opportunities like Kindergarten Orientation, Family Literacy/Math/Science Nights, festivals, family reading mornings, family involvement meetings, etc. This will be monitored through attendance sheets and contact logs.	Over the course of the year, parents at Agua Caliente engaged with the principal and teachers over Zoom. There were more than 8 engagement meetings to assist families in accessing online resources for their students, as well as community resources for food and vaccines. Families are in need of many supports that is beyond the school's control (including custodial agreements, social services, food insecurity, housing, etc.) that some families aren't able to focus on the academic needs of their student. For the 2025-2026 school year Agua Caliente will continue this action as it is imperative that families remain connected and engaged. A modification of the action may include purchasing a Zoom package should the district stop providing Zoom as a district-wide program for all.	Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,281	Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,131
		Classified Hourly Time Cards (assist families, interpretation) 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,553	Classified Hourly Time Cards (assist families, interpretation) 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 532
		Materials/Supplies 4000-4999: Books And Supplies LCFF 1,546	Materials/Supplies 4000-4999: Books And Supplies LCFF 1,102
		Light refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 773	Light refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 201
Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. These meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, school year progress, and means by which to assist students at	There were virtual parent engagement meetings that shared information about how to help their students and engage with State and Federal Programs. The online/virtual option has been a preferred method of getting parents information. There were 9 sessions with 11-76 participants in	Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 1,000	Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 0
		Classified Hourly Time Cards for Interpretation	Classified Hourly Time Cards for Interpretation

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
home. This will be monitored through attendance sheets and contact logs.	each session. We still have a relatively low attendance rate of families attending these meetings, however, we have seen an increase of participation versus the in person meetings. For the 2025-2026 school year Agua Caliente will continue this action to engage families with a focus on increasing parent attendance of meetings.	2000-2999: Classified Personnel Salaries LCFF 1,500	2000-2999: Classified Personnel Salaries LCFF 1,104
		Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries Title I 500	Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries Title I 1,204
		Classified hourly time cards for extra support for students during morning and afternoon sessions for student remediation and to give time to teachers to meet with families regarding student progress. 2000-2999: Classified Personnel Salaries Title I 500	Classified hourly time cards for extra support for students during morning and afternoon sessions for student remediation and to give time to teachers to meet with families regarding student progress. 2000-2999: Classified Personnel Salaries Title I 1,420
A full time 11 month community liaison will be established to support families and students, including those with special needs, English learners, foster and homeless youth through comprehensive wrap around services. At least 2 hours of her daily activities will involve working with Homeless students and SWD. This will be monitored through student conference entries, phone call diaries, and contact logs. This activity meets a need identified from students in the ATSI status and the comprehensive needs	We used our community liaison to stay connected to families and instill the importance of school attendance. This year was a challenging year as we navigated explaining to families the importance of the school attendance while also having families take care of their health needs. Over the course of the year, our community liaison made 851 contacts with individual students' families. Our community liaison provided for a direct link between families and community resources. The great need was	Salary for 11 month, 8 hour community liaison. 2000-2999: Classified Personnel Salaries Title I 77,920	Salary for 11 month, 8 hour community liaison. 2000-2999: Classified Personnel Salaries Title I 78,320
		Benefits for 11 month, 8 hour community liaison. 3000-3999: Employee Benefits Title I 30,417	Benefits for 11 month, 8 hour community liaison. 3000-3999: Employee Benefits Title I 32,139
		Extra Duty for working with families evenings and weekends 2000-2999: Classified Personnel Salaries	Extra Duty for working with families evenings and weekends 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
assessment based on the needs of parents surveyed based on the Panorama Survey's Family Communication question. Additionally, English learner students who are chronically absent will be targeted through purposeful outreach by the community liaison as measured by attendance data and Synergy contact logs.	met by the relentless effort given by our community liaison. For the 2025-2026 school year Agua Caliente will continue this action as this was an essential source of support for our families and students. Our community liaison provided a direct link to families and student resources.	Title I 250	Title I 1,310

Analysis

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

Agua Caliente effectively implemented virtual family engagement strategies, hosting over eight Zoom meetings that provided academic guidance and access to vital community resources. Participation in virtual sessions improved compared to in-person meetings, and the community liaison played a critical role in maintaining family connections, making over 850 contacts. These efforts strengthened home-school communication and helped support students' academic and social-emotional needs. Agua Caliente is committed to meaningfully engaging parents in their student's education. Our community liaison was available before and after school to answer questions and has been a vital communicator during the school year. During the regular year, stressing the importance of daily attendance for students and educating parents on the importance of students coming to school on a daily basis has been a key function of the front office staff, this focus increased our average daily attendance to an overall attendance rate of 93.2% (second highest in the district). At the writing of this plan, we had recovered 847 days of Saturday School that affected 367 students.

1. Family School Connectedness: Increase the "scored favorably" of Family School Connectedness - remind families during Family Engagement Meetings.
2. Family surveys totaled 141 responses, an increase from the previous year.
3. Increase parent/teacher conference attendance (increased from 76% to 78% from the previous year - due to outreach of our community liaison)
4. Engage families in academic related programs and meetings to demonstrate the importance of their involvement (more than 9 family engagement sessions with 11-76 participants in each session, an increase from the previous year, many meetings organized by our School/Community Liaison to engage in the meetings).

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

While virtual engagement proved more effective than previous in-person meetings, attendance remained relatively low. Additionally, unforeseen family needs—such as food insecurity and housing instability—extended beyond the school's original scope of support. A potential future cost for Zoom access may also arise if the district discontinues its platform-wide provision.

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

In 2025–2026, Agua Caliente will continue these actions with a greater focus on increasing family participation in engagement meetings and may include purchasing a Zoom package to maintain virtual access. Continued reliance on the community liaison will remain essential. These updates will be reflected in the SPSA under the family engagement and student attendance goals.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

Using the Agua Caliente Code of Conduct as a base, the school administration and school counselor will provide the staff with proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. In this process, a continuum of positive behavior support for all students within the school will be implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96% Homeless - 95%				Student Attendance Rates All Students (ALL) - 94.16% Homeless - 93%			
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	27.9%	Declined Significantly 10 points	All	 Yellow	24.7% Chronically Absent	Declined 13.1
	EL	Yellow	23.1%	Declined Significantly 10 points	EL	 Yellow	21.5% Chronically Absent	Declined 11.7
	Hisp	Yellow	27.1%	Declined Significantly 10 points	Hisp	 Yellow	23.9% Chronically Absent	Declined 13.2
	AA	No Performance Color	No Performance Color	Fewer than 11 students	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy
	SED	Yellow	27.6%	Declined Significantly 10 points	SED	 Yellow	24.9% Chronically Absent	Declined 12.8
	SWD	Yellow	37.2%	Declined Significantly 10 points	SWD	 Orange	32.8% Chronically Absent	Declined 14.4
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	0.6%	Declined - 0.6	All	Green	0.7% suspended at least one day	Declined 0.5%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	EL	Yellow	0.8%	Declined - 0.6	EL	Green	1.1% suspended at least one day	Declined 0.3%
	Hisp	Green	0.3%	Declined - 0.6	Hisp	Green	0.8% suspended at least one day	Maintained 0.2%
	SED	Green	0.6%	Declined - 0.6	AA	No Performance Color		Fewer than 11 students - data not displayed for privacy
	SWD	Yellow	3%	Declined - 0.6	SED	Green	0.8% suspended at least one day	Declined 0.4%
					SWD	Green	3% suspended at least one day	Declined 0.6%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety All students: 69% Responding Favorably EL: 67% Responding Favorably AA: N/A Hisp: 70% Responding Favorably SED: 69% Responding Favorably				Panorama Survey - School Safety All students: 60% Responding Favorably EL: 67% Responding Favorably AA: N/A Hisp: 61% Responding Favorably SED: 61% Responding Favorably			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - None English Learner (EL) - None Hispanic (Hisp) - None African American (AA) - None				Expulsion Rates All Students (ALL) - None English Learner (EL) - None Hispanic (Hisp) - None African American (AA) - None			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 80% of students scored favorable English Learner (EL) - 80% of students scored favorable Hispanic (Hisp) - 80% of students scored favorable African American (AA) - N/A SED: 75% of students scored favorable				Panorama Survey - School Connectedness All Students (ALL) - 68% of students scored favorable English Learner (EL) - 71% of students scored favorable Hispanic (Hisp) - 69% of students scored favorable African American (AA) - N/A SED: 75% of students scored favorable			
Panorama Survey – School Safety All Students (ALL)	Panorama Survey – School Safety All Students (ALL) - 75% of students scored favorable				Panorama Survey - School Safety All students: 60% Responding Favorably			

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL) - 75% of students scored favorable Hispanic (Hisp) - 75% of students scored favorable African American (AA) - N/A SED: 75% of students scored favorable	EL: 67% Responding Favorably AA: N/A Hisp: 61% Responding Favorably SED: 61% Responding Favorably
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students during school time and after/before school and for supplemental interventions as needed. This will be monitored through health/student injury logs via the health office.	Our recess coach and supervision aides have done an excellent job in handling student discipline and manage the behaviors at recess. Most notably is the decrease in the number of students sent to the office over simple violations. Some major needs have popped up this year in terms of SEL needs and varied Mental Health concerns - many of which were discovered by classified staff (many more students are connected to the staff on the playground as it is a much less demanding time and students can be vulnerable with staff). Unfortunately, this year's suspensions have increased to 0.9% from 0.6% the previous year. For the 2025-2026 school year Agua Caliente will continue this action to continue to support supervision of students on the	Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 49,315 Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 3000-3999: Employee Benefits LCFF 19,301 Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks. 2000-2999: Classified Personnel Salaries LCFF 1,500 Extra Duty for Supervision Aides for supervision of students before,	Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 51,234 Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 3000-3999: Employee Benefits LCFF 21,314 Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks. 2000-2999: Classified Personnel Salaries LCFF 1,403 Extra Duty for Supervision Aides for supervision of students before,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	playground and across campus. This will be especially important as we are growing as a school and in need of additional supervision.	during, and after school on weekends and breaks during supplemental academic interventions. 2000-2999: Classified Personnel Salaries Title I 500	during, and after school on weekends and breaks during supplemental academic interventions. 2000-2999: Classified Personnel Salaries Title I 823
		Provide for radios for supervision staff to reach the school counselor for support with mental health needs on the playground. 4000-4999: Books And Supplies LCFF 250	Provide for radios for supervision staff to reach the school counselor for support with mental health needs on the playground. 4000-4999: Books And Supplies LCFF
Provide positive behavior intervention system to recognize students who are following the Agua Caliente Code of Conduct. This will be monitored by the school counselor's contact log, number of positive praise tickets, and a decrease in office referrals. An incentive system will be implemented to recognize those students who are exemplifying positive behavior. Students who are homeless and SWD will be engaged in these activities via outreach and targeted groupings.	Incentives were given to students during awards assemblies and tracked by various staff on campus. This was a whole-school effort in creating a system to recognize and honor students. All students had the opportunity to participate in the program. We has 100% of classrooms engaged in our school-wide Golden Ticket program. Our attendance rate was in the top 5 of the district, coming in at 94.16% at the time of the writing of this report. Incentives helped students engage, however, we needed more that what we could offer to engage students who rarely attended class and/or did not engage once they attended - a focus that we found was a need district wide. For the 2025-2026 school year Agua Caliente will continue this action with a focus on	Materials/Resources/Incentives/T-Shirts for students 4000-4999: Books And Supplies LCFF 1,522	Materials/Resources/Incentives/T-Shirts for students 4000-4999: Books And Supplies LCFF 3,801
		Resources or Incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior support. 4000-4999: Books And Supplies Title I 250	Resources or Incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior support. 4000-4999: Books And Supplies Title I 1,429
		Digital Platform for Tracking Incentives 5000-5999: Services And Other Operating Expenditures	Digital Platform for Tracking Incentives 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	academic-engagement and social activities. The structured monthly attendance celebrations will definitely be repeated.	LCFF 618 School-Wide Incentive Assemblies to support positive student behaviors and resources or incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior support. 4000-4999: Books And Supplies LCFF 1,200	LCFF 0 School-Wide Incentive Assemblies to support positive student behaviors and resources or incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior support. 4000-4999: Books And Supplies LCFF 1351
The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments with the goal of increasing attendance and decreasing suspensions. Homeless students and SWD will engage in small groups with the counselor to ensure they are connected to school program and activities.	Our school counselor regularly meets with students as a grade level and in small groups. He monitored our SEL daily check in program and reached out to students and families when students shared that they needed extra assistance, support, or just someone to talk to. He made 318 contacts this year with students. Small groups started near the beginning of the year and continued every 6-8 weeks (he started with us in late September). We had more than 100 SSTs that our assistant principal and counselor were directly involved in, many of which included referrals for counseling and Mental Health Services. Some of the resistance from families came from. For the 2025-2026 school year Agua	Counselor will meeting regularly with teaching staff, students, and families to implement goal. 4000-4999: Books And Supplies LCFF 500	Counselor will meeting regularly with teaching staff, students, and families to implement goal. 4000-4999: Books And Supplies LCFF 124

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Caliente will continue this action as the mental health needs of students will be great as we transition students back into more regular in person learning.		

Analysis

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

The implementation of student supervision, incentive programs, and SEL supports has been effective in improving student behavior during recess, boosting attendance, and identifying mental health needs. The recess coach and aides helped reduce minor office referrals, and programs like the Golden Ticket and structured attendance celebrations supported strong engagement across all classrooms. The school counselor played a key role in addressing SEL needs through small groups and individualized check-ins. As a result of conversations around student activities and needs, we have indicated these as significant needs:

1. Suspension Rates: Maintain low suspension rates.
2. Expulsion Rates: Maintain no expulsions.
3. Student School Connectedness: Lower than expected responses favorably in school connectedness.
4. Student School Safety: Lower than expected responses favorably in school safety.
5. Student Attendance Rate: Strive to district target of 96% attendance or better.
6. Chronic Absenteeism Rate: Decrease the Chronic Absenteeism Rate

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

While the incentives and supports were widely implemented, they fell short in fully engaging chronically absent or disconnected students. Additionally, suspensions increased slightly, highlighting a need for deeper intervention strategies. The growing mental health needs uncovered by staff also required more intensive support than originally anticipated.

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.

For 2025–2026, the school will continue and expand these actions, with a stronger emphasis on academic engagement and structured social activities to address student connection and attendance. Increased supervision will be essential due to rising enrollment, and SEL supports will remain a priority as students adjust to more structured learning. These updates are reflected in the revised SPSA goals related to school climate, attendance, and student wellness.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

All students at Agua Caliente Elementary will meet grade level proficiency using the California standards for all academic subjects through best first instruction, targeted, small group interventions, and the implementation of practices and measures to support instructional strategies.

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. By June 2026, reduce the average distance from standard in ELA by at least 10 points for all students (from 72.5 to 62.5 points below standard), with targeted reductions of 15 points for English Learners (from 91.4 to 76.4) and 20 points for Students with Disabilities (from 153.2 to 133.2), through the implementation of structured small group instruction in K-1 using UFLI, targeted interventions, and consistent aide support. Progress will be monitored each trimester using CBM data to adjust instruction and ensure fidelity of implementation.
2. By June 2026, increase the percentage of Students with Disabilities scoring proficient in Reading from 6.4% to at least 15%, and in Math from 14.7% to at least 25%, as measured by STAR assessment results. This will be achieved through targeted small group instruction, implementation of specially designed instructional strategies, regular progress monitoring, and increased collaboration between general and special education staff. Progress will be reviewed every 6–8 weeks during data team meetings to inform instructional adjustments and support.
3. By June 2026, increase the percentage of English Learners progressing at least one level on the ELPAC from 48% to 60%, while reducing the percentage of students dropping a level from 14.1% to below 7%. This will be achieved through consistent implementation of designated and integrated ELD instruction, targeted intervention for Level 1 and Level 2 students, and regular monitoring of language development progress through formative assessments and data reviews each trimester.
4. By June 2026, increase the percentage of students who are regularly attending school (defined as attending 90% or more of the school year) from 94.16% to 96%, by implementing targeted intervention supports including increased aide hours for academic support on Wednesday afternoons and before/after school. Attendance will be monitored monthly, and students at risk of chronic absenteeism will be identified and supported through coordinated outreach and intervention plans.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
------------------	----------	------------------

Metric/Indicator

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)

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Red	72.5 points below standard	Maintained 0.1 points
EL	 Red	91.4 points below standard	Declined 7.4 points
Hisp	 Red	74.4 points below standard	Maintained 1.2 points
AA	 No Performance Color		Less than 11 Students
SED	 Red	71.7 points below standard	Maintained 0.8 points
SWD	 Red	153.2 points below standard	Declined 16.2 points

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Orange	68.5 points below standard	Increased 4 points
EL	Orange	92.4 points below standard	Increased 4 points
Hisp	Orange	69.4 points below standard	Increased 5 points
AA	n/a	No Performance Color	Less than 11
SED	Orange	67.7 points below standard	Increased 4 points
SWD	Orange	130.2 points below standard	Increased 14 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
All	 Yellow	73.6 points below standard	Increased 8.4 points
EL	 Orange	87.8 points below standard	Maintained 1.6 points
Hisp	 Yellow	74.2 points below standard	Increased 8.2 points
AA	 No Performance Color		Less than 11 Students
SED	 Yellow	73.4 points below standard	Increased 8.7 points
SWD	 Orange	143.8 points below standard	Increased 3.5 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	68.6 points below standard	Increased 5 points
EL	Yellow	82.6 points below standard	Increased 5 points
Hisp	Yellow	69.2 points below standard	Increased 5 points
AA	No Performance Color		Less than 11
SED	Yellow	68.4 points below standard	Increased 5 points
SWD	Orange	128.8 points below standard	Increased 5 points

California Science Test - Percent of
Students Who Meet or Exceed
Standard
Grade 5

California Science Test - Percent of Students Who
Meet or Exceed Standard
Grade 5 - 11.63%

California Science Test - Percent of Students Who Meet or
Exceed Standard
Grade 5 - 25% or better (2024 Data: 22.32%)

Metric/Indicator	Baseline	Expected Outcome																
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Green</td><td>48%</td><td>4 3.7</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	48%	4 3.7	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Green</td><td>50%</td><td>Increase 2 points</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	50%	Increase 2 points
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Green	48%	4 3.7															
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Green	50%	Increase 2 points															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate of 9.5%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Meet or exceed county rate or grow of 2%																
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) 10.81% Exceeded, 14.41% Met, 12.73% Nearly Met, 54.95% Did Not Meet English Learners (EL) 3.64% Exceeded, 16.36% Met, 31.25% Nearly Met, 67.27% Did Not Meet Hispanic (Hisp) 11.11% Exceeded, 13.89% Met, 20.37% Nearly Met, 54.63% Did Not Meet African American (AA) N/A Socioeconomically Disadvantaged (SED) 11.43% Exceeded, 13.33% Met, 20% Nearly Met, 55.24% Did Not Meet Students with Disabilities (SWD) 0% Exceeded, 0% Met, 9.09% Nearly Met, 90.91% Did Not Meet	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 20% Exceeded, 25% Met, 25% Nearly Met, 30% Did Not Meet																
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%																

Planned Strategies/Activities

Strategy/Activity 1

Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered around student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic performance using multiple assessment measures and the results of these measures. The focus will be on the Science of Reading in ELA, Math, science, ELD,

and social-emotional learning. Special attention will be given to Homeless and SWD in PD and will be monitored through attendance records and CBM data monitoring.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,037
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Time Cards
Amount	4,844
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc.
Amount	5,009
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration/Guest Teacher Costs for articulation.
Amount	250
Source	Title I

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences/PD/Consultants
Amount	11,254
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students during the school day
Amount	250
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Guest Teachers for Teacher Professional Development/Collaboration

Strategy/Activity 2

Extended learning opportunities will be provided for students in need of academic and behavioral interventions: Counseling, Small Group Instruction, Before school, After school, Wednesdays, Saturdays, and Intersessions will be offered throughout the school year designed with goal of enhancing the learning for student identified at each grade level that need the additional support, including intervention supplies for students. Homeless students and SWD will be given the first priority to attend these interventions, special attention will be given to enroll them in these programs via out reach by staff including the community liaison. This will be monitored through attendance records, data sheets, Renaissance CBM, and STAR data monitoring.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Time cards for Extended Day before/after school and weekends/school breaks
Amount	2,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Time cards for Extended Day before/after school and weekends/school breaks
Amount	14,102
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials/Resources for Intervention (student intervention supplies, supplemental curriculum workbooks, etc.)
Amount	1,479
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Enhanced Learning Opportunities/Field Trips
Amount	5,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Materials for student acknowledgement of academic achievement

Amount	11,065
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials and Resources for English Learner Intervention
Amount	2,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Intervention and supportive materials for students with disabilities
Amount	12,585
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for classified staff to support students with disabilities

Strategy/Activity 3

Students will be supported with foundational skills instruction and review via small group instruction, intervention activities and other supplemental services. Students with disabilities and homeless students will be monitored regularly by school and intervention staff. This action will be monitored through Lexia CORE 5, Renaissance AR Program data collection and monitoring.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology, Books, Learning Dynamics, other supplemental classroom materials
Amount	3,900
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Renaissance Learning - Accelerated Reader
Amount	3,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Project AI, xTra Math and other online student programs.

Strategy/Activity 4

Classroom paraprofessionals will provide support in school and after school across all content areas in grades TK-5 in the form of small group instruction targeted to meet student needs based on academic performance data. Bilingual paraprofessionals will support ELL students in the area of increasing English proficiency across all content areas. Additional time will be given to classified staff to support student academic and behavioral interventions, before, during, and after school and on weekends and school breaks. Homeless and SWD will be a focus in providing this service. This will be monitored through attendance records, data sheets, Renaissance CBM, and STAR student data.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	10,390
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Classified Support
Amount	558
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Classified Support
Amount	17,209
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for one 7 hour bilingual aide position to support English learner students
Amount	13,878
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for one 7 hour bilingual aide positions
Amount	29,499

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Increase two Paraprofessional I to 7 hours, with intention to support homeless, EL, and SWD students daily and provide extra support on Wednesdays.
Amount	16,502
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits to increase Paraprofessional I aides to 7 hours

Strategy/Activity 5

Provide an online assessment and/or learning system to augment and support a Multi-Tiered System of Support for all students. Focused groups on Homeless and SWD and provide for Professional Development to learn new strategies that will change teacher practice in implementing evidenced-based strategies. This will be monitored through PD records, attendance of students, and Renaissance STAR and CBM student data.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	656
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide for supplemental curriculum and instruction for phonics and intervention instruction.
Amount	1,250

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Toner to print certificates from the online program (AR) to reward and incentive students.
Amount	500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultation to support professional development
Amount	500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Guest teachers to provide release time to support teachers' understanding of implementing evidence-based strategies to support student learning.
Amount	2,816
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Carryover Title I funds used to purchase a laptop to support creating outreach materials (videos, professional development, and parent outreach).

Strategy/Activity 6

Support English Learners across the school in learning English, improving foundational skills, and attending school. This specific action is listed without dollar amounts with the intent to specifically share how English learners are being supported. Salaries of the positions listed below can be found in Goal 1, Activity 4 and Goal 2, Activity 3, additionally, district costs can be found in the Centralized Services section of this school plan.

Students to be Served by this Strategy/Activity

<u>X</u> English Learner

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Classroom Teachers, Intervention Teacher, Instructional Coaches, Community Liaison, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	19,012
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Community Liaison outreach to families of English learner students who are at risk or on the verge of chronic absenteeism, focused at least 1 hour per day.
Amount	12,036
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessionals providing intervention support in the form of small groups for newcomers at all levels and English learners in small groups in grades TK-3. FTE of .0125
Budget Reference	None Specified
Description	LCRSET Instructional Coach to provide coaching opportunities to support teachers in teaching English learners via the Write from the Beginning and Thinking Maps programs.
Source	None Specified
Budget Reference	None Specified
Description	District LCAP Funded Intervention Teacher to provide intervention opportunities to support English learners with foundational skills during the day in a targeted small group.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Agua Caliente Elementary is committed to increasing opportunities for families and the community to be meaningful partners in the education of our students. This target includes a focus on providing parent education workshops that will enhance the learning of our students and ensure that all student needs are being met.

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. By June 2026, increase the percentage of families who “score favorably” on the Family-School Connectedness section of the annual survey by at least 10 percentage points, through monthly communication updates, consistent parent engagement opportunities, and a focus on building positive relationships between staff and families. Progress will be reviewed after the survey window.
2. By June 2026, increase family survey participation to represent at least 50% of all enrolled students (approximately 225 responses), up from 141 responses this year, by promoting the survey through multiple platforms (ParentSquare, classroom flyers, and in-person events) and offering completion support during family engagement meetings.
3. By Spring 2026, increase parent/teacher conference attendance from 79% to at least 85% by implementing multilingual reminders, flexible scheduling, and offering virtual options to accommodate family availability. Attendance data will be tracked by teachers and monitored for growth across both fall and spring conferences.
4. By June 2026, increase family participation in academic-related programs and meetings (e.g., literacy nights, data chats, curriculum workshops) by 20% compared to the previous year’s attendance, through strategic scheduling, personal invitations, and integrating student-led components to encourage attendance. Participation will be logged at each event and reviewed each trimester.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes is 47 Responses	Parent Participation in Stakeholder Input Processes will be 250 Responses

Metric/Indicator	Baseline	Expected Outcome
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% of Families scored favorably (based on 47 responses) English Learner (EL) 98% of students scored favorable Hispanic (Hisp) 97% of students scored favorable	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable
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 99% of families scored favorably All Students (ALL) - 99% of families scored favorable Hispanic (Hisp) - 99% of families scored favorable	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable
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 - 60%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 80% of students
Community Liaison Effectiveness	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" of 96% or higher.	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" of 96% or higher - goal of 98%.
Community Liaison Effectiveness	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" of 96% or higher.	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" of 96% or higher - goal of 98%.

Planned Strategies/Activities

Strategy/Activity 1

Agua Caliente will provide parent training to help educate parents about the CA Standards, ways to help their children at home, social-emotional learning strategies, growth mindset, and college and career readiness. These events will include education opportunities like Kindergarten Orientation, Family Literacy/Math/Science Nights, festivals, family reading mornings, family involvement meetings, etc. This will be monitored through attendance sheets and Student Conference contact logs.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	1,074
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Time Cards
Amount	1,687
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Hourly Time Cards (assist families, interpretation)
Amount	1,546
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials/Supplies
Amount	773
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Light refreshments for parent/teacher meetings and workshops.

Strategy/Activity 2

Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. These meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, school year progress, and means by which to assist students at home. This will be monitored through attendance sheets and contact logs.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	1,009
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Hourly Time Cards for Child Care
Amount	1,940
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Hourly Time Cards for Interpretation
Amount	500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Guest Teachers so Teachers Can Meet with Families
Amount	496
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified hourly time cards for extra support for students during morning and afternoon sessions for student remediation and to give time to teachers to meet with families regarding student progress.

Strategy/Activity 3

A full time 11 month community liaison will be established to support families and students, including those with special needs, English learners, foster and homeless youth through comprehensive wrap around services. At least 2 hours of her daily activities will involve working with Homeless students and SWD. This will be monitored through student conference entries, phone call diaries, and contact logs. This activity meets a need identified through the comprehensive needs assessment based on the needs of parents surveyed based on the Panorama Survey's Family Communication question. Additionally, English learner students who are chronically absent will be targeted through purposeful outreach by the community liaison as measured by attendance data and Synergy Student Conference contact logs.

Students to be Served by this Strategy/Activity

☒	All
☒	Specific Student Groups: Homeless

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration/Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	65,884
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for 11 month, 8 hour community liaison.
Amount	23,445
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for 11 month, 8 hour community liaison.

Amount	250
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for working with families evenings and weekends

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Using the Agua Caliente Code of Conduct as a base, the school administration and school counselor will provide the staff with proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. In this process, a continuum of positive behavior support for all students within the school will be implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

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. Suspension Rate: By June 2026, maintain a suspension rate at or below 0.9% by continuing proactive behavior supports, implementing restorative practices, and reinforcing schoolwide expectations. Suspension data will be monitored monthly to ensure early intervention and support.
2. Expulsion Rates: By June 2026, maintain a 0% expulsion rate by continuing to implement preventative discipline strategies, tiered behavior supports, and collaborative problem-solving with students and families.
3. Student School Connectedness: By June 2026, increase the percentage of students who respond favorably on the School Connectedness survey from 66% to at least 75% by implementing regular SEL lessons, creating student leadership opportunities, and strengthening positive adult-student relationships. Survey data will be reviewed annually to measure progress.
4. Student School Safety: By June 2026, increase the percentage of students reporting favorable responses in School Safety from 59% to at least 70% by enhancing campus supervision, increasing student voice in safety planning, and conducting regular safety drills and SEL check-ins. Results will be measured through annual student surveys.
5. Student Attendance Rate: By June 2026, increase the school's overall student attendance rate from its current level to meet or exceed the district target of 96% by implementing attendance incentives, timely parent communication, and intervention plans for at-risk students. Monthly attendance data will be reviewed by the attendance team including the School/Community Liaison and Administration.
6. Chronic Absenteeism Rate: By June 2026, decrease the Chronic Absenteeism Rate from 24.7% to 14.7% (a 10 percentage point reduction) by identifying at-risk students early, providing targeted outreach and support services to families, and monitoring attendance trends, including personal phone calls biweekly to adjust interventions as needed.

Measuring and Reporting Results

Metric/Indicator**Baseline****Expected Outcome**

Student Attendance Rates
All Students (ALL)

Student Attendance Rates
All Students (ALL) - 93.2%
Homeless - 92%

Student Attendance Rates
All Students (ALL) - 96%
Homeless - 95%

Chronic Absenteeism Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Yellow	24.7% Chronically Absent	Declined 13.1
EL	Yellow	21.5% Chronically Absent	Declined 11.7
Hisp	Yellow	23.9% Chronically Absent	Declined 13.2
AA	No Performance Color		Fewer than 11 students - data not displayed for privacy
SED	Yellow	24.9% Chronically Absent	Declined 12.8
SWD	Orange	32.8% Chronically Absent	Declined 14.4

St. Group	Color	DFS/Percentage	Change
All	Yellow	21.7% Chronically Absent	Declined 3
EL	Yellow	18.7% Chronically Absent	Declined 3
Hisp	Yellow	20.9% Chronically Absent	Declined 3
AA			Fewer than 11 students - data not displayed for privacy
SED	Yellow	21.9% Chronically Absent	Declined 3
SWD	Yellow	29.8% Chronically Absent	Declined 3

St. Group	Color	DFS/Percentage	Change
All	Green	0.7% suspended at least one day	Declined 0.5%
EL	Green	1.1% suspended at least one day	Declined 0.3%
Hisp	Green	0.8% suspended at least one day	Maintained 0.2%
AA	No Performance Color		Fewer than 11 students - data not displayed for privacy
SED	Green	0.8% suspended at least one day	Declined 0.4%
SWD	Green	3% suspended at least one day	Declined 0.6%

St. Group	Color	DFS/Percentage	Change
All	Green	0.7% suspended at least one day	Declined 0.5%
EL	Green	1.1% suspended at least one day	Declined 0.5%
Hisp	Green	0.8% suspended at least one day	Declined 0.5%
AA			Fewer than 11 students - data not displayed for privacy
SED	Green	0.8% suspended at least one day	Declined 0.5%
SWD	Green	0.8% suspended at least one day	Declined 0.5%

Suspension Rates:

Panorama Survey - School Safety

Panorama Survey - School Safety

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All students: 75% Responded Favorably EL: 72.75% Responded Favorably AA: N/A Hisp: 75% Responded Favorably SED: 76% Responded Favorably	All students: 75% Responding Favorably EL: 72% Responding Favorably AA: N/A Hisp: 75% Responding Favorably SED: 78% Responding Favorably
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) N/A English Learner (EL) N/A Hispanic (Hisp) N/A African American (AA) N/A Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) N/A	Expulsion Rates All Students (ALL) - None English Learner (EL) - None Hispanic (Hisp) - None African American (AA) - None
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) 76% of students scored favorable English Learner (EL) 75.5% of students scored favorable Hispanic (Hisp) 76% of students scored favorable African American (AA) N/A SED: 76% of students scored favorable	Panorama Survey - School Connectedness All Students (ALL) - 80% of students scored favorable English Learner (EL) - 80% of students scored favorable Hispanic (Hisp) - 80% of students scored favorable African American (AA) - N/A SED: 78% of students scored favorable
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 75% Responded Favorably EL: 72.75% Responded Favorably AA: N/A Hisp: 75% Responded Favorably SED: 76% Responded Favorably	Panorama Survey – School Safety All Students (ALL) - 75% of students scored favorable English Learner (EL) - 75% of students scored favorable Hispanic (Hisp) - 75% of students scored favorable African American (AA) - N/A SED: 78% of students scored favorable
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students during school time and after/before school and for supplemental interventions as needed. This will be monitored through health/student injury logs via the health office.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	49,315
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aides to assist with supervision of students and increase school connectedness of students through organized play during recess and unstructured times.
Amount	19,301
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide to assist with supervision of students and increase school connectedness of students through organized play during recess and unstructured times.
Amount	1,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks.
Amount	500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Instructional Aides for supervision of students before, during, and after school on weekends and breaks during supplemental academic interventions.
Amount	250
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide for radios for supervision staff to reach the school counselor for support with mental health needs on the playground.

Strategy/Activity 2

Provide positive behavior intervention system to recognize students who are following the Agua Caliente Code of Conduct. This will be monitored by the school counselor's contact log, number of positive praise tickets, and a decrease in office referrals. An incentive system will be implemented to recognize those students who are exemplifying positive behavior. Students who are homeless and SWD will be engaged in these activities via outreach and targeted groupings.

Students to be Served by this Strategy/Activity

☒	Students with Disabilities
☒	All
☒	Specific Student Groups: Homeless

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	1,522
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials/Resources/Incentives/T-Shirts for students
Amount	250
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Resources or Incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior support.
Amount	618
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Digital Platform for Tracking Incentives
Amount	1,200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	School-Wide Incentive Assemblies to support positive student behaviors and resources or incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior support.

Strategy/Activity 3

The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments with the goal of increasing attendance and decreasing suspensions. Homeless students and SWD will engage in small groups with the counselor to ensure they are connected to school program and activities.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrator and School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Counselor will meeting regularly with teaching staff, students, and families to implement goal.

Centralized Services for Planned Improvements in Student Performance

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

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

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

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,764
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$379,641.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	140,567	0.00
Title I Part A: Parent Involvement	2,761	0.00
LCFF	236,313	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	\$140,567.00
Title I Part A: Parent Involvement	\$2,761.00

Subtotal of additional federal funds included for this school: \$143,328.00

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

State or Local Programs	Allocation (\$)
LCFF	\$236,313.00

Subtotal of state or local funds included for this school: \$236,313.00

Total of federal, state, and/or local funds for this school: \$379,641.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	236,313.00
Title I	140,567.00
Title I Part A: Parent Involvement	2,761.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,714.00
2000-2999: Classified Personnel Salaries	237,124.00
3000-3999: Employee Benefits	73,126.00
4000-4999: Books And Supplies	38,157.00
5000-5999: Services And Other Operating Expenditures	8,291.00
5800: Professional/Consulting Services And Operating Expenditures	7,229.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	7,344.00
2000-2999: Classified Personnel Salaries	LCFF	137,483.00
3000-3999: Employee Benefits	LCFF	49,681.00
4000-4999: Books And Supplies	LCFF	33,935.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,391.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,479.00
1000-1999: Certificated Personnel Salaries	Title I	7,296.00
2000-2999: Classified Personnel Salaries	Title I	97,954.00
3000-3999: Employee Benefits	Title I	23,445.00
4000-4999: Books And Supplies	Title I	4,222.00
5000-5999: Services And Other Operating Expenditures	Title I	6,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	750.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,074.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,687.00

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
- 0 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eric Antuna	X				
Yadira Milward			X		
Jorge Zaiden		X			
Tessa Milward		X			
Stacey Ventura		X			
Susana Serrano				X	
Ana Ochoa				X	
Enrique Gonzalez				X	
Elsa Enriquez				X	
Jimmica Anderson				X	
Numbers of members of each category:	1	3	1	5	0

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
	Other: Leadership and School Teaching Staff

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

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

This SPSA was adopted by the SSC at a public meeting on October 15, 2025.

Attested:

	Principal, Eric Antuna on 10/15/25
	SSC Chairperson, Susanna Serrano on 10/15/2025

Title I and LCFF Funded Program Evaluation

Goal #1:			
All students at Agua Caliente Elementary will meet grade level proficiency using the California standards for all academic subjects through best first instruction, targeted, small group interventions, and the implementation of practices and measures to support instructional strategies.			
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>
Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered around student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic performance using multiple assessment measures and the results of these measures. The focus will be on the Science of Reading in ELA, Math, science, ELD, and social-emotional learning. Special attention will be given to Homeless and SWD in PD and will be monitored through attendance records and CBM data monitoring.			
Extended learning opportunities will be provided for students in need of academic and behavioral interventions: Counseling, Small Group Instruction, Before school, After school, Wednesdays, Saturdays, and Intersessions will be offered throughout the school year designed with goal of enhancing the learning for student identified at each grade level that need the additional support, including intervention supplies for students. Homeless students and SWD will be given the first priority to attend these interventions, special attention will be given to enroll them in these programs via out reach by staff including the community liaison. This will be monitored through attendance records, data sheets,			

Renaissance CBM, and STAR data monitoring.			
Students will be supported with foundational skills instruction and review via small group instruction, intervention activities and other supplemental services. Students with disabilities and homeless students will be monitored regularly by school and intervention staff. This action will be monitored through Lexia CORE 5, Renaissance AR Program data collection and monitoring.			
Classroom paraprofessionals will provide support in school and after school across all content areas in grades TK-5 in the form of small group instruction targeted to meet student needs based on academic performance data. Bilingual paraprofessionals will support ELL students in the area of increasing English proficiency across all content areas. Additional time will be given to classified staff to support student academic and behavioral interventions, before, during, and after school and on weekends and school breaks. Homeless and SWD will be a focus in providing this service. This will be monitored through attendance records, data sheets, Renaissance CBM, and STAR student data.			
Provide an online assessment and/or learning system to augment and support a Multi-Tiered System of Support for all students. Focused groups on Homeless and SWD and provide for Professional Development to learn new strategies that will change teacher practice in implementing evidenced-based strategies. This will be monitored through PD records, attendance of students, and Renaissance STAR and CBM student data.			
Support English Learners across the school in learning English, improving foundational skills, and attending school. This specific action is listed without dollar amounts with the intent to specifically share how English learners are being supported. Salaries of the positions listed below can be found in Goal 1, Activity 4 and Goal 2, Activity 3, additionally, district costs can be found in the Centralized Services section of this school plan.			

Goal #2:

Agua Caliente Elementary is committed to increasing opportunities for families and the community to be meaningful partners in the education of our students. This target includes a focus on providing parent education workshops that will enhance the learning of our students and ensure that all student needs are being met.

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>
Agua Caliente will provide parent training to help educate parents about the CA Standards, ways to help their children at home, social-emotional learning strategies, growth mindset, and college and career readiness. These events will include education opportunities like Kindergarten Orientation, Family Literacy/Math/Science Nights, festivals, family reading mornings, family involvement meetings, etc. This will be monitored through attendance sheets and Student Conference contact logs.			
Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. These meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, school year progress, and means by which to assist students at home. This will be monitored through attendance sheets and contact logs.			
A full time 11 month community liaison will be established to support families and students, including those with special needs, English learners, foster and homeless youth through comprehensive wrap around services. At least 2 hours of her daily activities will involve working with Homeless students and SWD. This will be monitored through student conference entries, phone call diaries, and contact logs. This activity meets a need identified through the comprehensive needs assessment based on the needs of parents surveyed based on the Panorama Survey's Family Communication question.			

Additionally, English learner students who are chronically absent will be targeted through purposeful outreach by the community liaison as measured by attendance data and Synergy Student Conference contact logs.			
---	--	--	--

Goal #3:
Using the Agua Caliente Code of Conduct as a base, the school administration and school counselor will provide the staff with proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. In this process, a continuum of positive behavior support for all students within the school will be implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

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>
Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students during school time and after/before school and for supplemental interventions as needed. This will be monitored through health/student injury logs via the health office.			
Provide positive behavior intervention system to recognize students who are following the Agua Caliente Code of Conduct. This will be monitored by the school counselor's contact log, number of positive praise tickets, and a decrease in office referrals. An incentive system will be implemented to recognize those students who are exemplifying positive behavior. Students who are homeless and SWD will be engaged in these activities via outreach and targeted groupings.			
The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments with the goal of increasing attendance and decreasing			

suspensions. Homeless students and SWD will engage in small groups with the counselor to ensure they are connected to school program and activities.			
--	--	--	--

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049
