



# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Agua Caliente Elementary School
<b>Address</b>	30-800 San Luis Rey Drive Cathedral City, CA 92234-6045
<b>County-District-School (CDS) Code</b>	33-67173-6032387
<b>Principal</b>	Eric Antuna
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2024-6/30/2025
<b>Schoolsite Council (SSC) Approval Date</b>	October 23, 2024
<b>Local Board Approval Date</b>	December 17, 2024

This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

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 630 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](http://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 TK-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

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
- ☑ Additional Targeted Support and Improvement
- ☑ Targeted student groups include Homeless and Students with Disability

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 CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from 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 19, 2023 and members were announced to staff and families on October 20, 2023. The election was for two teachers, five parents, and one school staff. Parents on the council were: Jennifer Arugay, Elsa Enriquez, Judith Gutierrez, Susana Serrano, Vanessa Tapia. Teachers: Jorge Zaiden, Yesenia Gonzalez, and Erin Raam. Classified/Other Staff: Yadira Milward.

#### SSC and ELAC Meeting Dates and Topics

September 20, 2023

SSC Training - Met with District Staff to review the Expectations for SSC Meetings and Needs

Requests for ELAC Meetings were made on September 9, 2023, October 20, 2023, and February 9, 2024, however, the consensus was that SSC would handle ELAC's responsibilities.

October 26, 2023 SSC & ELAC

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. Recommended ELAC join SSC due to lack of parent volunteers.

December 13, 2023 SSC & ELAC

Discussion around supporting kindergarten with an extra guest teacher and aide were discussed as well as proposing

some extra collaboration time for teachers. There were concerns about the ParentVue app also discussed. ELAC topics discussed.

#### May 15, 2024 SSC & ELAC

Discussions occurred around the school plan for 24-25. 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 (attendance monitoring, attendance incentives). Designated ATSI support in the SPSA for the 24-25 school year.

Current Strategies were 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

- September 26, 2023 - STAR Data discussion, intervention supports introduced.
- January 9, 2024 - SEL and Student Placement information shared for 2023 planning, needs assessment results discussed.
- February 13, 2024 - Discussed Budget Considerations for 2023-2024 expenses .
- May 7, 2024 - Finalized review of the proposed consideration submitted for approval to SSC & ATSI Information for 24/25.
- May 14, 2024 - Updated review of the SPSA.

#### Family Engagement Meetings

- September 9, 2023 - Title I Information meeting & ELAC Solicitation of Information for Needs Assessment
- October 20, 2023 - Shared information on overall school plans
- February 9, 2024 - Shared SEL Data and Family Engagement Volunteer Information & ELAC Solicitation of Information for Needs Assessment
- May 17, 2024 - Shared Dashboard, ATSI, and Attendance Data and an overview of the SPSA for 24/25

#### Additional Targeted Support & Improvement Meetings

- January 23, 2024 - Leadership Meeting
- April 26, 2024 - Family Engagement Meeting
- May 8, 2024 - Staff Meeting

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.

Add Lexia CORE 5 as a supplement to the Supplemental UFLI curriculum being used to support structured literacy implementation needs.

Fall 2024 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 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

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.

Planned Dates for the future are listed below with all meetings being held at 7am:

December 18, 2025

January 22, 2025

March 12, 2025

May 7, 2025

May 28, 2025

### ELAC Election Dates and Results:

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 he held at 11:30am:

December 18, 2025

January 22, 2025

March 12, 2025

May 7, 2025

## 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. 97.4% 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 Borrego 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 will be supported through our community liaison and our school counselor.

Through our needs assessment and ATSI designation, we identified a resource inequity within our English Learner student group. Based on 2023 CA School Dashboard results, our English Learner and Students with Disabilities groups



are performing below our all student groups. English learners trail by 11.5 points where as Students with Disabilities trail by 64.6 points (overall AC ELA students are 72.5 points below standard). 2022-23 Star test results indicate a continuing gap for English Learners and Students with Disabilities in reading. In Goal 1 of our 2024-2025 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, PD, and materials to support our resource program and English learners in small groups. The Updated 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%. The CA School Dashboard will be updated in December of 2024 and results will come soon after that.

## 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.

### Suspensions

For all students, the suspension rate was at 0.6%, a decrease of 0.6% from the year before, accounting for 4 suspension counts for the 2023-2024 school year.

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:

### ELA Indicator:

236 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, 40 students have been successfully exited with approximately 10-15 more slated to meet their goals by the end of the year. Student supported include:

K- 85

1st- 64

2nd- 37

3rd- 40

4th- 10

Total: 236

### Math Indicator - STAR Reading:

Grade 3 (when compared Fall to Winter) - An increase of 9 students moving into the At/Above Benchmark  
Grade 5 (when compared Fall to Winter) - An increase of 6 students moving into the At/Above Benchmark

### ELA Indicator - STAR Math:

Grade 2 (when compared Fall to Winter) - An increase of 24 students moving into the At/Above Benchmark.

Grade 4 (when compared Fall to Winter) - An increase of 13 students moving into the At/Above Benchmark

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 has the second highest attendance in the district at 93.2%. Compared to this same time last year, it is 3.9% higher overall. Foster/Homeless students are attending slightly higher than the average of the school at 93.75%.

41.4% of English Learners are making growth.

### SEL Indicator:

## Reflections: Success



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.

We have supported teachers and staff coordinate over 260 SSTs over the course of the year to provide students' families with the necessary materials to support their students academically and behaviorally.

Fall 2024 Update:

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.

The 2024 CAASPP Data shows that math was 2.28 points above the district's average at 24.24% and science is 2.9 points above the district at 22.32%.

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. As of the writing of this update, Agua Caliente's attendance is 95% present with an overall chronic absenteeism rate of 13.32%.

In local STAR Math data, our current proficiency rate is 24.2%, and increase of 6.9 points from last year's data.

ASTI Designation:

Homeless:

Absenteeism: Students who are homeless are coming to school more compared with non-homeless students: 95.22% and 94.94% respectively.

Students with Disabilities:

ELA3rd grade students scored the highest (152.5 points below) compared to 157.6 points below.

Math: 3rd grade students scored the highest (112.1 points below) compared to 150.3 points below.

Absenteeism: Resource students are attending more than general education students at 95.51% when compared to 95.17%.

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?

## Reflections: Identified Need

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). Agua Caliente Elementary has been identified for ATSI. Student groups identified for additional targeted support and improvement are students who are homeless and students with disabilities.

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.

ELA Indicator:

Overall students on the SBAC are 72.87 points from standard, a drop of 4.5 points from the previous year, scoring at the Red level.

ELA Indicator - STAR Reading:

Students in Grades 3, 4 and 5 are scoring at 33.3% on the STAR Reading Assessment

ELA Indicator - STAR Early Literacy:

Students in Grades TK, K, 1 and 2 are scoring at 20% on the STAR Early Literacy Assessment

Math Indicator:

Over all students on the SBAC are 82.75 points from standard (a 1.2 increase from the previous year), scoring at the Orange level.

Math Indicator - STAR Math:

Students in Grades 3, 4 and 5 are scoring at 44.9% on the STAR Math Assessment

On the Student Growth Percentile, students with disabilities are only meeting the goals at 57.5% versus the general education peers of 79.5% in early literacy and 69.4% compared to 50.9% in Math.

While 44.3% of English Learners are making growth, 39.6% maintained their level and 16.2% of students went down a level (scoring at the Orange level)

In attendance, overall, the school is listed on the CA School Dashboard as 37.9% 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 91% attendance versus students without a disability at 93.8%. Chronic absenteeism has been an issue that has affected students all year. Overall 25.1% of students (46) students are 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 2024-2025 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.

Fall 2024 Update:

The 2024 CAASPP Data shows that ELAC was 11.2 points below the district's average and English language testing was .48 points below the district's average.

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.

ASTI Designation:

Homeless:

Absenteeism: Our current attendance rate for homeless students is 95.22% and we hope to keep it above 95% through our work with our community liaison outreach to families and our work with giving students extra support when needed via small groups and intervention.

Students with Disabilities:

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.

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

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

# 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
	<b>Total Enrollment</b>			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	111
<b>Total Enrollment</b>	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 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
626	97.4	53.2	0.6
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	333	53.2
Foster Youth	4	0.6
Homeless	97	15.5
Socioeconomically Disadvantaged	610	97.4
Students with Disabilities	76	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
American Indian	3	0.5
Asian	3	0.5
Filipino	6	1
Hispanic	587	93.8
Two or More Races	10	1.6
Pacific Islander	1	0.2
White	12	1.9

### 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 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### 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

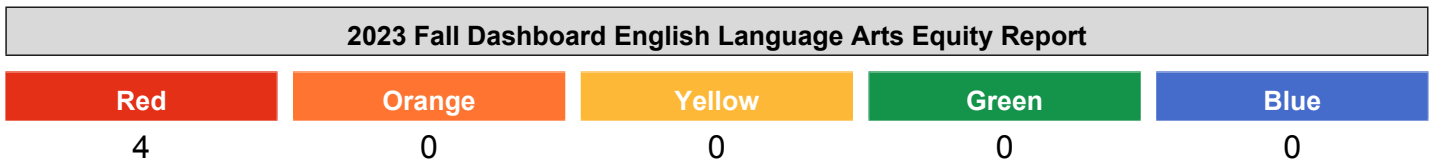
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>72.5 points below standard Decreased -4.3 points</p> <p>297 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>84 points below standard Decreased -10.9 points</p> <p>173 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>85.1 points below standard Decreased Significantly -17 points</p> <p>34 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>72.6 points below standard Decreased -3.6 points</p> <p>296 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>137.1 points below standard Decreased -12.9 points</p> <p>47 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  3 Students	Less than 11 Students  3 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 73.2 points below standard Decreased -4.3 points 281 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	Less than 11 Students  4 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
109.9 points below standard Decreased -11.5 points 134 Students	4.8 points above standard Maintained -0.5 points 39 Students	66.3 points below standard Maintained +1.3 points 98 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

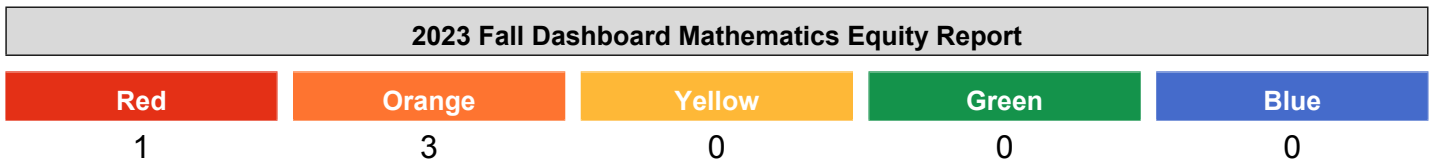
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 82 points below standard Maintained -0.1 points 299 Students	<b>English Learners</b>  Orange 89.4 points below standard Decreased -3.7 points 174 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 91.2 points below standard Decreased -5.6 points 34 Students	<b>Socioeconomically Disadvantaged</b>  Orange 82 points below standard Maintained +1 points 298 Students	<b>Students with Disabilities</b>  Red 147.3 points below standard Maintained +2.6 points 49 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	Less than 11 Students  3 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 82.4 points below standard Maintained -0.1 points  282 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.8 points below standard Decreased -4.2 points  135 Students	5.1 points below standard Increased +6.9 points  39 Students	73.5 points below standard Increased +6.5 points  99 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 standard in ELA and Math.

# School and Student Performance Data

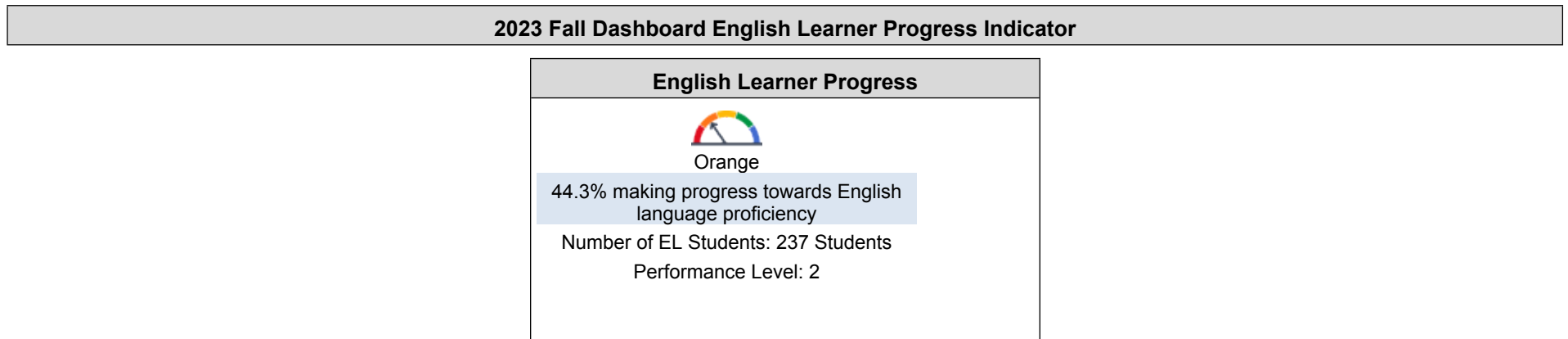
## Academic Performance English Learner Progress

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	93	0	104



**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

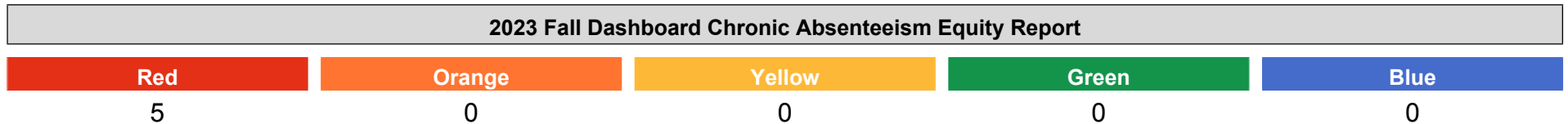
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



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

**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

**All Students**


  
 Red

37.9% Chronically Absent

Increased Significantly 5.4

660 Students

**English Learners**

  
 Red

33.1% Chronically Absent

Increased Significantly 7.7


350 Students

**Foster Youth**

Less than 11 Students

7 Students

**Homeless**


  
 Red

38.7% Chronically Absent

Increased 7.9

119 Students

**Socioeconomically Disadvantaged**


  
 Red

37.6% Chronically Absent

Increased Significantly 5.2

643 Students

**Students with Disabilities**


  
 Red

47.2% Chronically Absent

Increased 11

108 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  6 Students	Less than 11 Students  3 Students	Less than 11 Students  3 Students	Less than 11 Students  5 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 37.1% Chronically Absent Increased Significantly 5.2  618 Students	Less than 11 Students  10 Students	Less than 11 Students  1 Student	50% Chronically Absent Increased 8.3  14 Students

**Conclusions based on this data:**

1. Many students at Agua Caliente are chronically absent.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

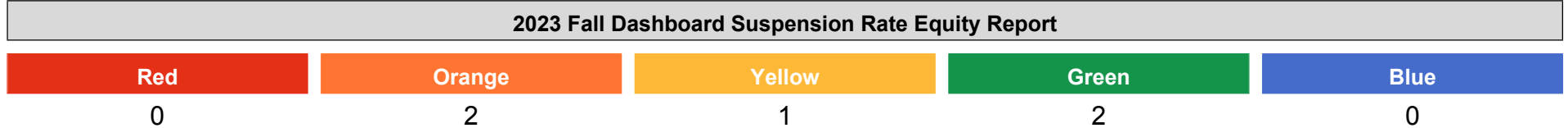
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.




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


**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


<b>All Students</b>
 Green
1.2% suspended at least one day
Declined -0.4 675 Students

<b>English Learners</b>
 Orange
1.4% suspended at least one day
Increased 0.5 356 Students


<b>Foster Youth</b>
0% suspended at least one day
11 Students

<b>Homeless</b>
 Yellow
1.6% suspended at least one day
Maintained 0.1 126 Students

<b>Socioeconomically Disadvantaged</b>
 Green
1.2% suspended at least one day
Declined -0.4 656 Students

<b>Students with Disabilities</b>
 Orange
3.6% suspended at least one day
Increased 1.4 112 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center">Less than 11 Students 6 Students</p>	<p align="center">Less than 11 Students 3 Students</p>	<p align="center">Less than 11 Students 3 Students</p>	<p align="center">Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">                       Green                      0.9% suspended at least one day                      Declined -0.4                      632 Students                 </p>	<p align="center">Less than 11 Students 10 Students</p>	<p align="center">Less than 11 Students 1 Student</p>	<p align="center">0% suspended at least one day Declined -15.4 14 Students</p>

**Conclusions based on this data:**

- 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: 2023-24

## 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	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	58.2 points below standard	Increased +10 points	All	 Red	72.5 points below standard	Decreased - 4.3 points
	EL	Orange	63.1 points below standard	Increased +10 points	EL	 Red	84 points below standard	Decreased - 10.9 points
	Hisp	Yellow	58.9 points below standard	Increased +10 points	Hisp	 Red	73.2 points below standard	Decreased - 4.3 points
	AA	No Performance Level			AA			Less than 11 Students
	SED	Yellow	59.0 points below standard	Increased +10 points	SED	 Red	72.6 points below standard	Decreased - 3.6 points
	SWD	Orange	104.2 points below standard	Increased +20 points	SWD	 Red	137.1 points below standard	Decreased - 12.9 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	71.9 points below standard	Increased +10 points	All	 Orange	82 points below standard	Maintained - 0.1 points
	EL	Yellow	75.7 points below standard	Increased +10 points	EL	 Orange	89.4 points below standard	Decreased - 3.7 points
	Hisp	Yellow	72.2 points below standard	Increased +10 points	Hisp	 Orange	82.4 points below standard	Maintained - 0.1 points
	AA	No Performance Level			AA			Less than 11 Students



**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

--

SED	Yellow	73 points below standard	Increased +10 points
SWD	Orange	129.9 points below standard	Increased +20 points

SED	 Orange	82 points below standard	Maintained +1 points
SWD	 Red	147.3 points below standard	Maintained +2.6 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 - 13.64%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	44.3%	

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 - 15% Exceeded, 12% Met, 24% Nearly Met, 49% 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
<p>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 ELA, Math, science, ELD, and social-emotional learning.</p>	<p>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. This focus has really impacted the professional learning of staff and teachers. Currently, 11 teachers from AC are part of the LETRS cohort with an additional 5 on the waiting list for the 24/25 school year.</p>	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 3,160</p>	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 2,105</p>
		<p>Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc. 1000-1999: Certificated Personnel Salaries LCFF 1,500</p>	<p>Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc. 1000-1999: Certificated Personnel Salaries LCFF 4,234</p>
		<p>Collaboration/Guest Teacher Costs for articulation. 1000-1999: Certificated Personnel Salaries Title I 6,000</p>	<p>Collaboration/Guest Teacher Costs for articulation. 1000-1999: Certificated Personnel Salaries Title I 16,324</p>
		<p>Conferences/PD/Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I 7,212</p>	<p>Conferences/PD/Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I 0</p>
		<p>Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students 2000-2999: Classified Personnel Salaries Title I</p>	<p>Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students 2000-2999: Classified Personnel Salaries Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		8,687	9,999
<p>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.</p>	<p>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 150 students participated in this program at various times of the year.</p>	<p>Time cards for Extended Day before/after school and weekends/school breaks 1000-1999: Certificated Personnel Salaries LCFF 2,000</p> <p>Time cards for Extended Day before/after school and weekends/school breaks 2000-2999: Classified Personnel Salaries LCFF 3,250</p> <p>Supplemental Materials/Resources for Intervention 4000-4999: Books And Supplies LCFF 12,000</p> <p>Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 479</p> <p>Materials for student acknowledgement of academic achievement 5800: Professional/Consulting Services And Operating Expenditures LCFF</p>	<p>Time cards for Extended Day before/after school and weekends/school breaks 1000-1999: Certificated Personnel Salaries LCFF 2,376</p> <p>Time cards for Extended Day before/after school and weekends/school breaks 2000-2999: Classified Personnel Salaries LCFF 15,271</p> <p>Supplemental Materials/Resources for Intervention 4000-4999: Books And Supplies LCFF 19,789</p> <p>Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p> <p>Materials for student acknowledgement of academic achievement 5800: Professional/Consulting Services And Operating Expenditures LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4,000	0
<p>Students will be supported with the STAR/AR Program and other online interventions during library time, small group time, and before and after school.</p>	<p>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 14,738 quizzes given at the time of the writing of this report.</p>	<p>Renaissance Learning, Technology, Books, Learning Dynamics, Scholastic News, other supplemental classroom materials 4000-4999: Books And Supplies Title I 8,000</p>	<p>Renaissance Learning, Technology, Books, Learning Dynamics, Scholastic News, other supplemental classroom materials 4000-4999: Books And Supplies Title I 16,878</p>
<p>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.</p>	<p>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.</p>	<p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries LCFF 5,000</p> <p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries Title I 3,158</p> <p>Salary for one 7 hour bilingual aide position 2000-2999: Classified Personnel Salaries LCFF 35,000</p> <p>Benefits for one 7 hour bilingual aide position 3000-3999: Employee Benefits LCFF 31,000</p> <p>Increase two Paraprofessional I and one Paraprofessional II aides</p>	<p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries LCFF 5,265</p> <p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries Title I 2,605</p> <p>Salary for one 7 hour bilingual aide position 2000-2999: Classified Personnel Salaries LCFF 25,240</p> <p>Benefits for one 7 hour bilingual aide position 3000-3999: Employee Benefits LCFF 9,878</p> <p>Increase two Paraprofessional I and one Paraprofessional II aides</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		to 7 hours, with intention to support homeless, EL, and SWD students on Wednesdays 2000-2999: Classified Personnel Salaries LCFF 41,500	to 7 hours, with intention to support homeless, EL, and SWD students on Wednesdays 2000-2999: Classified Personnel Salaries LCFF 34,499
Provide an online assessment and/or learning system to augment and support a Multi-Tiered System of Support for all students. Provide for Professional Development to learn new strategies that will change teacher practice in implementing evidenced-based strategies.	We focused on providing students with some basic phonics and phonemic awareness skills that were delivered through the Heggerty and UFLI supplemental curriculums. This change in practice has led teachers to more structured literacy initiative as they look at actionable data.	Benefits to increase Paraprofessional I aides to 7 hours 3000-3999: Employee Benefits LCFF 25,500	Benefits to increase Paraprofessional I aides to 7 hours 3000-3999: Employee Benefits LCFF 13,502
		Provide for supplemental curriculum and instruction for phonics and intervention instruction. 4000-4999: Books And Supplies Title I 5,656	Provide for supplemental curriculum and instruction for phonics and intervention instruction. 4000-4999: Books And Supplies Title I 10,060
		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 0
		Consultation to support professional development 5800: Professional/Consulting Services And Operating Expenditures Title I 3,000	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	Guest teachers to provide release time to support teachers' understanding of implementing

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		evidence-based strategies to support student learning. 1000-1999: Certificated Personnel Salaries Title I 3,000	evidence-based strategies to support student learning. 1000-1999: Certificated Personnel Salaries Title I 3,120

## 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 these goals were implemented to the best of staff and students' abilities. This year's needs were seen in focusing on Foundational Skills and Mental Health needs. In addition, teachers worked with students in small groups through the assistance of instructional aides and collaborated on student needs through analysis of data taken from the STAR Reading, Math, Early Literacy, and CBM assessment intervals at the district benchmark windows. Through these analyses, needs were identified and targeted for the 2024-2025 school plan. Needs Include:

1. Overall, we remain at an academic level that shows significant need. In ELA, overall students are 72.5 points below standard, English learners trail at 84 points below standard and Students with Disabilities are very low at 137.1 points below standard. 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 for increasing aide hours to provide intervention support on Wednesdays afternoons and before/after school. Currently the attendance rate is 93.2% of students regularly attending school.

ATSI Needs:

1. Supporting students who are homeless (including shared residency students) to get to school more regularly (currently homeless students lag behind the all student group in current attendance: 55% vs 61% respectively).
2. Close the achievement gap between students with disabilities and those without a disability (currently SWD are more than 100 points behind the "all student" group).



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

There was a significant increase in Title I funding that was received in the fall. These funds opened up opportunities to re-allocate funds for materials and supplies used in the classrooms for supplemental materials and provided for extra support in Kindergarten via an extra guest teacher and aide. Additionally, some positions were filled by other staff members at the beginning of the year, which resulted in some salary savings and reallocations for materials and supplies for classroom use.

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.

Discussion from staff and leadership in regards to the paraprofessionals that are needed to support programs like school-wide structured literacy program. This focus on making sure all students are equipped with their foundational skills has shifted practices toward retraining teachers and paraprofessionals on Science of Reading topics. For the 24/25 School Year, professional development (PD) through the LCRSET grant-funded Literacy Coach will enable both teachers and paraprofessionals to engage in literacy-related PD that's tailored to the needs of students. PD will follow the direction of the district's SOR content and will be tied to the Lexia Core 5, STAR CBM, and STAR Reading and Early Literacy data.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## 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 450 Responses	Parent Participation in Stakeholder Input Processes was 47 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) - 96% of families scored favorable Hispanic (Hisp) - 96% 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) - 99% of families scored favorable Hispanic (Hisp) - 99% 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 - 76% 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": 93%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</p>	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,451</p>	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0</p>
		<p>Classified Hourly Time Cards 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,425</p>	<p>Classified Hourly Time Cards 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0</p>
		<p>Materials/Supplies 4000-4999: Books And Supplies LCFF 3,637</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF 5,890</p>
		<p>Light refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 2,800</p>	<p>Light refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 1,500</p>
<p>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.</p>	<p>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 8 sessions with 19-62 participants in each session.</p>	<p>Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 1,000</p>	<p>Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 0</p>
		<p>Classified Hourly Time Cards for Interpretation 2000-2999: Classified Personnel Salaries</p>	<p>Classified Hourly Time Cards for Interpretation 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 1,500	LCFF 0
<p>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. This activity meets a need identified in the comprehensive needs assessment based on the needs of parents surveyed based on the Panorama Survey's Family Communication question.</p>	<p>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 624 contacts with individual students' families</p>	<p>Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries Title I 5,000</p>	<p>Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries Title I 1,240</p>
		<p>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 2,500</p>	<p>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 3,829</p>
		<p>Salary for 11 month, 8 hour community liaison. 2000-2999: Classified Personnel Salaries Title I 59,993</p>	<p>Salary for 11 month, 8 hour community liaison. 2000-2999: Classified Personnel Salaries Title I 77,920</p>
		<p>Benefits for 11 month, 8 hour community liaison. 3000-3999: Employee Benefits Title I 37,485</p>	<p>Benefits for 11 month, 8 hour community liaison. 3000-3999: Employee Benefits Title I 30,417</p>
		<p>Extra Duty for working with families evenings and weekends 2000-2999: Classified Personnel Salaries Title I 250</p>	<p>Extra Duty for working with families evenings and weekends 2000-2999: Classified Personnel Salaries Title I 6,568</p>

## Analysis

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

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
2. Family surveys fell to a low of 47 responses.
3. Increase parent/teacher conference attendance (increased from 76% to 75% from the previous year)
4. Engage families in academic related programs and meetings to demonstrate the importance of their involvement (more than 9 family engagement sessions with 19-62 participants in each session).

ATSI Goals:

1. Homeless and Students with Disabilities will be a focus for attendance incentives, Saturday School, and enrichment activities.
2. Parent outreach will be a major focus for Homeless/Shared Residency Students and Students with Disabilities (currently there are 115 students who are on a shared residency affidavit, 2 in a hotel, and 3 foster students - we will be conducting more home visits for the 24/25 school year)

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

There was a significant increase in Title I allocation in the Fall of 2023, allowing for extra duty for a paraprofessional and guest teacher to assist with some behavioral needs in our Kindergarten classrooms.

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

For the 2024-2025 school year Agua Caliente will continue funding a full time 11 month community liaison to support families and students, including those with special needs, English learners, foster and homeless youth through comprehensive wrap around services. We will continue this action to engage families. Two groups that will be a focus for outreach will be our ASTI student groups of Homeless and Students with Disabilities.






















# Annual Review and Update






SPSA Year Reviewed: 2023-24

## 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%	Student Attendance Rates All Students (ALL) - 93.2%																																																				
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>9.3</td> <td>Decreased - 5</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>6.3</td> <td>Decreased - 5</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>9</td> <td>Decreased - 5</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>9.5</td> <td>Decreased - 5</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>17.7</td> <td>Decreased - 5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	9.3	Decreased - 5	EL	Yellow	6.3	Decreased - 5	Hisp	Yellow	9	Decreased - 5	SED	Yellow	9.5	Decreased - 5	SWD	Yellow	17.7	Decreased - 5	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>37.9% Chronically Absent</td> <td>Increased Significantly 5.4</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>33.1% Chronically Absent</td> <td>Increased Significantly 7.7</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>37.1% Chronically Absent</td> <td>Increased Significantly 5.2</td> </tr> <tr> <td>AA</td> <td> Red</td> <td></td> <td>Less than 11 Students</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>37.6% Chronically Absent</td> <td>Increased Significantly 5.2</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>47.2% Chronically Absent</td> <td>Increased 11</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	37.9% Chronically Absent	Increased Significantly 5.4	EL	 Red	33.1% Chronically Absent	Increased Significantly 7.7	Hisp	 Red	37.1% Chronically Absent	Increased Significantly 5.2	AA	 Red		Less than 11 Students	SED	 Red	37.6% Chronically Absent	Increased Significantly 5.2	SWD	 Red	47.2% Chronically Absent	Increased 11
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>0</td> <td>Decreased - 1.3</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>0</td> <td>Decreased - 1.8</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	0	Decreased - 1.3	EL	Green	0	Decreased - 1.8	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Green</td> <td>1.2% suspended at least one day</td> <td>Declined -0.4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Green	1.2% suspended at least one day	Declined -0.4																																
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All	 Green	1.2% suspended at least one day	Declined -0.4																																																			

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Green	0	Decreased - 1.4	EL  Orange	1.4% suspended at least one day	Increased 0.5	
	SED	Green	0	Decreased - 1.4	Hisp  Green	0.9% suspended at least one day	Declined -0.4	
	SWD	Yellow	1.9	Decreased - 2	AA  Grey		Less than 11 Students	
	SED	Green			SED  Green	1.2% suspended at least one day	Declined -0.4	
	SWD				SWD  Orange	3.6% suspended at least one day	Increased 1.4	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - None English Learner (EL) - None Hispanic (Hisp) - None African American (AA) - None				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) - 68% of students scored favorable Hispanic (Hisp) - 68% of students scored favorable African American (AA) - N/A SED: 68% 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 (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: 75% of students scored favorable				Panorama Survey – School Safety All Students (ALL) - 52% of students scored favorable English Learner (EL) - 54% of students scored favorable Hispanic (Hisp) - 52% of students scored favorable African American (AA) - N/A SED: 51% of students scored favorable			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				Williams Facilities Inspection Results - 100%			

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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. This year's suspensions have decreased to 0.6% from 1.2% the previous year.</p>	<p>Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 42,000</p>	<p>Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 49,315</p>
		<p>Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 3000-3999: Employee Benefits LCFF 12,000</p>	<p>Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 3000-3999: Employee Benefits LCFF 19,301</p>
		<p>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</p>	<p>Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks. 2000-2999: Classified Personnel Salaries LCFF 2,152</p>
		<p>Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks during supplemental academic interventions. 2000-2999: Classified Personnel Salaries Title I 4,450</p>	<p>Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks during supplemental academic interventions. 2000-2999: Classified Personnel Salaries Title I 2,250</p>
		<p>Provide for radios for supervision staff to reach the school</p>	<p>Provide for radios for supervision staff to reach the school</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		counselor for support with mental health needs on the playground. 4000-4999: Books And Supplies LCFF 2,500	counselor for support with mental health needs on the playground. 4000-4999: Books And Supplies LCFF 0
Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. 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 outlined in the Agua Caliente Code of Conduct supported by all staff.	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% class rooms engaged in our school-wide golden ticket program. Our attendance rate was the second highest in the district, coming in at 93.2% at the time of the writing of this report.	Materials/Resources/Incentives/T-Shirts for students 4000-4999: Books And Supplies LCFF 3,522	Materials/Resources/Incentives/T-Shirts for students 4000-4999: Books And Supplies LCFF 6,020
		Resources or Incentives 4000-4999: Books And Supplies Title I 3,945	Resources or Incentives 4000-4999: Books And Supplies Title I 320
		Digital Platform for Tracking Incentives 5000-5999: Services And Other Operating Expenditures LCFF 618	Digital Platform for Tracking Incentives 5000-5999: Services And Other Operating Expenditures LCFF 0
		School-Wide Incentive Assemblies to support positive student behaviors 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,200	School-Wide Incentive Assemblies to support positive student behaviors 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
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	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	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 0

**Planned  
Actions/Services**

environments with the goal of increasing attendance and decreasing suspensions.

**Actual  
Actions/Services**

someone to talk to. He made 428 contacts this year with students (a nearly 50% decrease from the previous year).

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

**Analysis**

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

There was a significant increase in the number of behavioral assessments in the primary that prompted the need to provide support to students in kindergarten and first grade, engaging with families and being a resource for them to connect to Mental Health or other outside services. This prompted the discussions about supporting families with access to outside services. 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.

There were changes into which positions were covered by the district and freed up some funds to offer incentives to students for attending school (track meet, perfect attendance, student of the month, etc.). We were also able to purchase materials and supplies for enrichment and at home intervention kits for students. We also were able to get significant donations for student incentives to assist with supporting attendance and behavioral initiatives.

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

We will continue to fund supervision aides and supports for students during recess, before school, after school, evenings, and weekends. This will include things like Sports Club, Saturday School, Wednesday Workshops, and more. More information can be found in the planned improvement sections of the SPSA.

# 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. Overall, we remain at an academic level that shows significant need. In ELA, overall students are 72.5 points below standard, English learners trail at 84 points below standard and Students with Disabilities are very low at 137.1 points below standard. 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 for increasing aide hours to provide intervention support on Wednesdays afternoons and before/after school. Currently the attendance rate is 93.2% of students regularly attending school.
- ATSI Needs:
1. Supporting students who are homeless (including shared residency students) to get to school more regularly (currently homeless students lag behind the all student group in current attendance: 55% vs 61% respectively).
  2. Close the achievement gap between students with disabilities and those without a disability (currently SWD are more than 100 points behind the all student group).
- Fall 2024 Update:  
Current CBM data show a need for focused small group instructional time in kindergarten and first grade for setting up foundational skills prevention and intervention programs using UFLI, intervention, and aide supports.

### Measuring and Reporting Results

**Metric/Indicator**

**Baseline**







**Expected Outcome**

**Metric/Indicator**

**Baseline**







**Expected Outcome**

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

St. Group	Color	DFS/Percentage	Change
All	 Red	72.5 points below standard	Decreased - 4.3 points
EL	 Red	84 points below standard	Decreased - 10.9 points
Hisp	 Red	73.2 points below standard	Decreased - 4.3 points
AA			Less than 11 Students
SED	 Red	72.6 points below standard	Decreased - 3.6 points
SWD	 Red	137.1 points below standard	Decreased - 12.9 points

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

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	 Orange	82 points below standard	Maintained - 0.1 points
EL	 Orange	89.4 points below standard	Decreased - 3.7 points
Hisp	 Orange	82.4 points below standard	Maintained - 0.1 points
AA			Less than 11 Students
SED	 Orange	82 points below standard	Maintained +1 points
SWD	 Red	147.3 points below standard	Maintained +2.6 points

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
SED	Yellow	79 points below standard	Increase 3 points
SWD	Orange	132.3 points below standard	Increase 15 points

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

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

California Science Test - Percent of Students Who Meet or  
Exceed Standard  
Grade 5 - 20%

Metric/Indicator	Baseline			Expected Outcome		
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		
	English Learner Progress Indicator	 Orange	44.3%		English Learner Progress Indicator	Orange 44.3 Maintain
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 data monitoring.

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

All

**Timeline**

7/1/2024 - 6/30/2025

**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** 1,500

**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

<b>Amount</b>	10,573
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students
<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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.

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

- English Learner
- Students with Disabilities
- All

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Classified Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,500
<b>Source</b>	LCFF

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Time cards for Extended Day before/after school and weekends/school breaks
<b>Amount</b>	12,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Time cards for Extended Day before/after school and weekends/school breaks
<b>Amount</b>	5,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials/Resources for Intervention
<b>Amount</b>	479
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Enhanced Learning Opportunities/Field Trips
<b>Amount</b>	2,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Materials for student acknowledgement of academic achievement
<b>Amount</b>	9,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials and Resources for English Learner Intervention



<b>Amount</b>	2,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Intervention and supportive materials for students with disabilities
<b>Amount</b>	2,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	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.

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

- Students with Disabilities
- All

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration/Librarian

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Technology, Books, Learning Dynamics, other supplemental classroom materials

<b>Amount</b>	3,900
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Renaissance Learning - Accelerated Reader
<b>Amount</b>	13,800
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Lexia Learning Full School License

### 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 data.

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

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

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,395
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<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for Classified Support
<b>Amount</b>	558
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for Classified Support
<b>Amount</b>	25,240
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salary for one 7 hour bilingual aide position to support English learner students
<b>Amount</b>	9,878
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for one 7 hour bilingual aide positions
<b>Amount</b>	24,499
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Increase two Paraprofessional I to 7 hours, with intention to support homeless, EL, and SWD students daily and provide extra support on Wednesdays.
<b>Amount</b>	13,502
<b>Source</b>	LCFF
<b>Budget Reference</b>	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 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.

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

All

**Timeline**

7/1/2024 - 6/30/2025

**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

<b>Description</b>	Consultation to support professional development
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Guest teachers to provide release time to support teachers' understanding of implementing evidence-based strategies to support student learning.

### 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

English Learner

#### Timeline

7/1/2024 - 6/30/2025

#### Person(s) Responsible

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

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Community Liaison outreach to families of English learner students who are at risk or on the verge of chronic absenteeism.
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	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.

**Source** None Specified

**Budget Reference** None Specified

**Description** Instructional Coach to provide coaching opportunities to support teachers in teaching English learners.

**Source** None Specified

**Budget Reference** None Specified

**Description** Intervention Teacher to provide intervention opportunities to support English learners with foundational skills.

# 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. Family School Connectedness: Increase the "scored favorably" of Family School Connectedness
2. Increase family surveys to a level of 50% of all students (this year fell to a low of 47 responses).
3. Increase parent/teacher conference attendance (increase from 76% to 85%)
4. Engage families in academic related programs and meetings to demonstrate the importance of their involvement.

ATSI Goals:

1. Homeless and Students with Disabilities will be a focus for attendance incentives, Saturday School, and enrichment activities.
2. Parent outreach will be a major focus for Homeless/Shared Residency Students and Students with Disabilities (currently there are 115 students who are on a shared residency affidavit, 2 in a hotel, and 3 foster students - we will be conducting more home visits for the 24/25 school year)

Fall 2024 Update:

Continued focused on reducing chronic absenteeism through parent outreach and support, offering of Saturday School, and Independent Study when needed.

### 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
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)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable

Metric/Indicator	Baseline	Expected Outcome
	English Learner (EL) 98% of students scored favorable Hispanic (Hisp) 97% of students 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 contact logs.

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

All

### Timeline

7/1/2024 - 6/30/2025



## Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,281
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Time Cards
<b>Amount</b>	1,553
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Hourly Time Cards (assist families, interpretation)
<b>Amount</b>	1,546
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials/Supplies
<b>Amount</b>	773
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Hourly Time Cards for Child Care
<b>Amount</b>	1,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Hourly Time Cards for Interpretation
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Guest Teachers so Teachers Can Meet with Families
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	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 from students in the ATSI status and 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 contact logs.

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

- English Learner
- All
- Specific Student Groups:  
ATSI (Homeless)

**Timeline**

7/1/2024 - 6/30/2025

**Person(s) Responsible**

Administration/Community Liaison

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	77,920
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salary for 11 month, 8 hour community liaison.
<b>Amount</b>	30,417
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for 11 month, 8 hour community liaison.

<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	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 Rates: Maintain low suspension rates - 0.6% or lower.
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
7. (ATSI) Decrease Homeless/Foster Youth and SWD Chronic Absenteeism Rate

### 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)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>37.9% Chronically Absent</td> <td>Increased Significantly 5.4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	37.9% Chronically Absent	Increased Significantly 5.4	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>27.9%</td> <td>Declined Significantly 10 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	27.9%	Declined Significantly 10 points
St. Group	Color	DFS/Percentage	Change															
All	Red	37.9% Chronically Absent	Increased Significantly 5.4															
St. Group	Color	DFS/Percentage	Change															
All	Yellow	27.9%	Declined Significantly 10 points															

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

EL	Red	33.1% Chronically Absent	Increased Significantly 7.7
Hisp	Red	37.1% Chronically Absent	Increased Significantly 5.2
AA			Less than 11 Students
SED	Red	37.6% Chronically Absent	Increased Significantly 5.2
SWD	Red	47.2% Chronically Absent	Increased 11

EL	Yellow	23.1%	Declined Significantly 10 points
Hisp	Yellow	27.1%	Declined Significantly 10 points
SED	Yellow	27.6%	Declined Significantly 10 points
SWD	Yellow	37.2%	Declined Significantly 10 points

St. Group	Color	DFS/Percentage	Change
All	Green	1.2% suspended at least one day	Declined - 0.4
EL	Orange	1.4% suspended at least one day	Increased 0.5
Hisp	Green	0.9% suspended at least one day	Declined - 0.4
AA			Less than 11 Students
SED	Green	1.2% suspended at least one day	Declined - 0.4
SWD	Orange	3.6% suspended at least one day	Increased 1.4

St. Group	Color	DFS/Percentage	Change
All	Green	0.6%	Declined -0.6
EL	Yellow	0.8%	Declined -0.6
Hisp	Green	0.3%	Declined -0.6
SED	Green	0.6%	Declined -0.6
SWD	Yellow	3%	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: 75% Responded Favorably  
EL: 72.75% Responded Favorably  
AA: N/A  
Hisp: 758% Responded Favorably  
SED: 76% Responded Favorably

Panorama Survey - School Safety  
All students: 69% Responding Favorably  
EL: 67% Responding Favorably  
AA: N/A  
Hisp: 70% Responding Favorably  
SED: 69% 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

Expulsion Rates  
All Students (ALL) - None  
English Learner (EL) - None  
Hispanic (Hisp) - None  
African American (AA) - None

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) N/A	
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: 75% 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: 758% 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: 75% 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

All

### Timeline

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	49,315
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide
<b>Amount</b>	19,301
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide
<b>Amount</b>	1,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks.
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks during supplemental academic interventions.
<b>Amount</b>	250
<b>Source</b>	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**

- All
- Specific Student Groups:
  - Homeless

**Timeline**

7/1/2024 - 6/30/2025

**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.

<b>Amount</b>	618
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Digital Platform for Tracking Incentives
<b>Amount</b>	1,200
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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
- Specific Student Groups:
  - ASTI - Homeless

#### Timeline

7/1/2024 - 6/30/2025

#### Person(s) Responsible

Administrator and School Counselor

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF
<b>Budget Reference</b>	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.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Special Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II
Primary Reading Intervention Teacher - .4 FTE	July 1, 2023 - June 30, 2024	Provide targeted interventions and supports to students below grade level in grades K-3.	47,758	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events.	1,851	LCFF

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Conscious Education	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

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

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

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$147,195
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,807.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	144,361	0.00
Title I Part A: Parent Involvement	2,834	0.00
LCFF	197,612	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$144,361.00
Title I Part A: Parent Involvement	\$2,834.00

Subtotal of additional federal funds included for this school: \$147,195.00

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	\$197,612.00

Subtotal of state or local funds included for this school: \$197,612.00

Total of federal, state, and/or local funds for this school: \$344,807.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	197,612.00
Title I	144,361.00
Title I Part A: Parent Involvement	2,834.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	12,412.00
2000-2999: Classified Personnel Salaries	212,803.00
3000-3999: Employee Benefits	73,098.00
4000-4999: Books And Supplies	24,174.00
5000-5999: Services And Other Operating Expenditures	19,091.00
5800: Professional/Consulting Services And Operating Expenditures	3,229.00



## 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	120,949.00
3000-3999: Employee Benefits	LCFF	42,681.00
4000-4999: Books And Supplies	LCFF	22,768.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,391.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,479.00
1000-1999: Certificated Personnel Salaries	Title I	3,787.00
2000-2999: Classified Personnel Salaries	Title I	90,301.00
3000-3999: Employee Benefits	Title I	30,417.00
4000-4999: Books And Supplies	Title I	1,406.00
5000-5999: Services And Other Operating Expenditures	Title I	17,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	750.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,281.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,553.00

# 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		
Yesenia Gonzalez		X			
Erin Raaum		X			
Stacey Ventura		X			
Judith Gutierrez				X	
Jennifer Arugay				X	
Enrique Gonzalez				X	
Elsa Enriquez				X	
Susana Serrano				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	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 23, 2024.

Attested:

	Principal, Eric Antuna on 10/23/2024
	SSC Chairperson, Susanna Serrano on 10/23/2024

# 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.

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

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

**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.

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

outreach by the community liaison as measured by attendance data and Synergy contact logs.			
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**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).

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

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

## Purpose

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

## Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Annual Review

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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