School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Two Bunch Palms Elementary
Address	14250 West Drive Desert Hot Springs, CA 92240
County-District-School (CDS) Code	3367173-6115448
Principal	Denise Fenton
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024 -6/30/2025
Schoolsite Council (SSC) Approval Date	September 19, 2024
Local Board Approval Date	November 12, 2024

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

The Two Bunch Palms community will collaboratively prepare children to become life-long learners and contributing members in an ever-changing diverse society.

The faculty and staff of Two Bunch Palms Elementary affirm their commitment to excellence in education. To fulfill this commitment, we are dedicated to providing learning opportunities for all elementary students in accordance with their needs, backgrounds, interests, and abilities. In our school program, we strive to provide a balanced curriculum emphasizing academic and social growth. We provide the opportunity for the students to have their needs met as they develop individual abilities. The culmination of our efforts is to instill in our students a lifelong love of learning.

School Profile

Two Bunch Palms is an elementary school located in Desert Hot Springs, a desert resort community in Riverside County. Two Bunch Palms Elementary School is part of the Palm Springs Unified School District, which is comprised of sixteen elementary schools, five middle schools, four comprehensive high schools, one alternative education academy, and a continuation high school. Two Bunch Palms opened in August of 1998. The enrollment is approximately 715 students in transitional kindergarten through grade five. In addition, the PSUSD Early Childhood Education department runs two Pre-School classes and one Head Start class on campus. 97% of our students receive free and/or reduced lunch and 39.7% of our students are designated as English Language Learners. Two Bunch Palms has a 2-1-2 weekly calendar. This means that every Wednesday, the students are released early so that staff can attend professional development opportunities, student data meetings, grade-level collaboration, and staff meetings. The time set aside every Wednesday will be from 12:30 p.m. until 2:30 p.m.

The staff and community of Two Bunch Palms have developed several goals for the purpose of increasing proficiency levels for all students. Our goals include:
(1) Having all students actively engaged in learning during the instructional day; (2) Building teacher capacity to engage students by using specific, and targeted learning strategies; (3) Extend learning time and active engagement of students through technology; (4) Utilize formative and summative benchmark assessments to gauge students' learning needs, as well as achievement levels and plan instruction based on those needs to assist students in mastering the rigor of the standard; & (5) Targeting students for interventions in reading and mathematics to provide additional scaffolds and supports to bridge learning gaps that may exist.

School-wide programs include:

We provide a Structured English Immersion program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. At a minimum, students are offered a strong, structured, sequential English Language Development (ELD) program and access to grade-level academic subject matter content.

Our Transitional and Kindergarten programs are full days. Students are instructed in building phonics and phonemic awareness, fluency, vocabulary, comprehension, writing, and mathematics. Instructional strategies are supported through Foundational Skills Routines which are implemented through second grade. Professional development for teachers and instructional reinforcement of learned academics in reading, writing, and mathematic skills are a part of the full program TK-5th.

Beginning in the 2024/25 school year, Two Bunch Palms will offer a Dual Immersion program to students in grades TK and Kindergarten. Each year, the program will expand a grade level until we have a TK-5 program.

For Special Education students, we have two special day classes for students in grades K - 5 that service our students with mild to moderate special education needs that cannot be met in the general education classroom. RSP support is provided for all students on IEPs who meet the criteria for needing special education services while the majority of their needs can be met in the general education classroom setting. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. The Resource Specialists support students through direct services and collaboration with the classroom teacher as identified in the student's IEP. Our Speech and Language pathologist is also on-site to support students on an IEP with speech articulation, Language, and communication needs. Students receiving special education services in the Special Day Class (SDC) setting receive some instruction (as appropriate) for both academics and social achievement within the general education classroom setting for portions of the academic day.

Students not receiving special education services from a Resource Specialist, but who are significantly at risk of academic failure are targeted during our Tier 2 classroom interventions focusing on ELA and math skills. This includes our grade-level-specific 60-minute intervention block in the classroom. Classroom teachers are consistently assessing student growth in reading to provide small group support during our small group instruction time and increase student reading proficiency for struggling students. For students needing additional reading support, we have a Reading Intervention teacher and 3 paraprofessionals providing Tier 2 pull-out reading support throughout the day for qualified general education students in grades 1-5.

Instruction reflects content and performance standards and ensures access to the core curriculum for all students. Student performance is evaluated by utilizing curriculum-embedded assessments, district performance indicators, and CAASPP data. The staff works together as grade-level and vertical teams to collaborate on instructional strategies and interventions that meet individual student needs while promoting critical thinking, social and emotional development, and an overall love of learning.

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)

X Schoolwide Program

X Additional Targeted Support and Improvement

White Subgroup- Chronic Absenteeism

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.

Two Bunch Palms Elementary (TBP) School 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 TBP 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

The School Site Council provided input to the SPSA throughout the 2023-24 school year. SSC members are:
Parents: Justin Decker, Melvin Jones, Lindsay Garcia, Maria Aguilar, and Alexis Wright. Staff members: Cynthia Belew (other certificated), Natalee Manley (teacher), Natalie Birmley (teacher), Maricela Lupercio (teacher) and Denise Fenton (principal). Members were elected by voting that took place in September 2023. Meeting minutes document the nomination and voting process.

School Site Council (SSC) Meeting Dates and Summaries:

9/21/23: training was provided for new and returning SSC members, a calendar of future meetings was established along with proposed agenda items for each meeting.

10/10/23: Title I Parent and Family Engagement Policy, SSC Bylaws, ELAC and SSC Cooperation option, Uniform Complaint Procedures, Future meeting dates, SPSA Goal Review, Funding Updates, review of the 2023-2024 proposed budget and gathered input from SSC members for the revision of the 2023-2024 SPSA.

2/29/24: 23-24 Budget Proposal, Gather input from SSC Members for actions in 24-25 SPSA, Share out teacher input for actions in 23-25 SPSA. ELAC input was considered and SSC responded to the input provided. The school's summative and formative data was reviewed and ATSI status of attendance was discussed and items that are in the 23-24 SPSA to address these deficiencies were highlighted. These actions will be carried over into the 24-25 SPSA, at the recommendation of SSC, to continue to address these needs. SSC discussed and voted on adjusting funds for 23-24 SPSA to focus on Professional Development books for teachers to check out.

4/18/24: SSC considered input from ELAC's March meeting and responded. Review of the 2023-24 SPSA goals and presented DRAFT of 2024-2025 SPSA and vote to approve.

English Learner Advisory Committee (ELAC) Meeting Dates and Summaries:

10/05/23- Gathered advice from our members about what their priorities were for English learners. Explained and discussed instructional programs for ELL students.

11/2/23- Training for members. DELAC Report, The school's formative and summative data was presented, attendance and ATSI status were discussed and items that are in the 23-24 SPSA to address these deficiencies were highlighted. This allowed our parents to get a deeper understanding and resonate with how attendance directly impacts our school. ELAC submitted SPSA input to SSC

3/19/24- DELAC Report, Continued getting input from parents. ATSI status and attendance were discussed. DI was discussed and the video was shown. Parents asked to have Mr. Armenta present at the next meeting. Our parents also had questions regarding the process of ELPAC testing and reclassification. Response from November input to SSC was presented and gathered additional input to provide to SSC.

4/18/24- DELAC Report, Review the SPSA with our parents, DI presentation with Mr. Armenta

Based on reclassification data and CA Dashboard data the ELAC noted that the school was making progress in meeting the needs of English Language Learners overall. They would like the school to continue to look for opportunities to provide the following:
1. Increase attendance and educate parents on the importance of attendance
2. Continue educating parents on the different assessments and skills students are being asked to perform to be proficient
3. Create a program for administrators to meet with parents of new students, establish relationships, review school expectations and procedures, and answer questions.
4. Continue aiding families on how to best support students at home

Additionally, the principal elicited input from:
Site Leadership Team (members: Rachel Touri, Angel Bernardo, Katia Moreno, Maricela Lupercio, Charlene Nelson, Rosie Dorado, Laura Daniel, Cynthia Belew, Anthony Gray, Denise Fenton), and
Parent Teacher Group (PTG).

An Additional Targeted Support and Improvement (ATSI) meeting was held on 3/18/24 to review the areas of need and review the input form. The information was shared with the Leadership Team on 3/18/24, SSC on 2/29/24, and ELAC on 3/19/24. At these meetings, needs assessments were completed, and brainstormed actions to improve attendance, specifically for our white subgroup. The teams concluded that a needs assessment was needed for the white subgroup. Community Liaison and Site-funded Office Tech will reach out to families to conduct a survey.

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, and input from ELAC, the SSC recommended the following revisions to the SPSA:
1. Keep funding the same for positions
2. Increase allocation for teachers to have professional development in how to analyze data and plan and discuss best practices, strategies, and next steps in instruction
3. Increase allocations for professional development in the Science of Reading and reading materials and resources
4. Continue the attendance campaign and acknowledge families and students for improved attendance and monthly satisfactory attendance instead of ongoing satisfactory attendance.
5. Create a program for administrators to meet with parents of new students, establish relationships, review school expectations and procedures, and answer questions.
6. Continue to train staff and implement Capturing Kids Hearts schoolwide

SSC and ELAC Elections were held at the beginning of September 2024. Meeting minutes document the nomination and voting process.
The New School Site Council Members are:
Parents: Katherine Angel, Kristine Gonzalez, Maria Herrera, Maria Gonzalez, Lindsey Garcia. Staff Members: Viviana Sanchez (other) Breanna Sewell (teacher), Natalee Manley (teacher), Jennifer Benjume (teacher) Denise Fenton (principal)

The SSC and ELAC each met on September 19, 2024, items discussed were:
1. Annual Training
2. Data Review and Needs
3. SPSA Action and Budget Updates
4. Attendance
5. Uniformed Complaint Procedures

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our Students with Disabilities (SWD) student group. Based on the 2023 CA School Dashboard results, our SWD students are performing 78.1 points below our All Students group in ELA and 82.4 points below our All Students group in Math. 2023-24 Star test results indicate a continuing differential for SWD students in both reading (SWD 11.4% and no disability 24.3%) and mathematics (SWD 9.8% and no disability 18.3%).

In Goal 1 of our 24-25 plan, we have addressed this inequity through two specific actions:
- Our Academic Coach and Literacy Coach will have a specific focus placed on supporting general and special education teachers in the identification of and effective delivery of appropriate differentiated intervention strategies that scaffold support reflecting students' needs.
- Our Professional Development opportunities will target instructional strategies that reflect the needs of students based on their current assessed needs.

Through our needs assessment, we identified a resource inequity within our White student group in Chronic Absenteeism. Based on 2023 CA School Dashboard results for Chronic Absenteeism, our White student group is 65.4% which was an increase of 6.8% from 2022/23. The Tier 2 team has been focused on intervening with students who are in the moderately chronic range through the SART process. The team meets with parents and students to discuss concerns and how the school can support and work with the families to address the barriers. Although we have improved in all other subgroups of attendance, our white subgroup has not responded to the goals put in place as the other subgroups and all students have.

In Goal 3 of our 24-25 plan, we have addressed this inequity through four specific actions:
- Continue attendance campaign highlighting the importance of attendance will be developed and promoted throughout the school year.
- Reach out to the families and students in the white subgroup to survey the families to do a root cause analysis on the reasons for absences.
- Site-funded community liaison will monitor attendance of white sub-group and provide support as needed based on the root cause analysis.
- Develop a system for administration to meet with new students and their families to begin building relationships, provide them with information about TBP, and answer questions they may have.

During our September 19, 2024, SSC and ELAC meetings, the committees identified several key resource inequities:

- Family Engagement: Many families are not actively using ParentSquare and are either unaware of events or not attending school functions, which impacts home-school communication and involvement.
- Absenteeism: The White, African American, and SPED (SDC) subgroups show higher absenteeism rates compared to the Hispanic and All Students subgroups, despite students identified as homeless having better attendance rates than both the All Students and Hispanic subgroups.

- Academic Decline in Subgroups:

The African American subgroup has seen a decline in the Star Reading Proficiency Rate from Fall 23-24 (30.8%) to Fall 24-25 (23.1%), while other ethnicities have improved.

The African American subgroup also declined in Star Math Proficiency Rate from Fall 23-24 (25%) to Fall 24-25 (17.6%), and the White subgroup dropped from Fall 23-24 (32.1%) to Fall 24-25 (20%). In contrast, the Latinx subgroup has improved.

These inequities highlight the need for focused interventions in family engagement, attendance support, and targeted academic strategies for underperforming subgroups. We will continue to focus on the actions listed above.

Needs Assessment – Review of Performance

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

Reflections: Success	- Suspension Rate Indicator - The Fall 2023 CA School Dashboard indicated the overall school performance as High in suspension rate (1.1%), an indication of the effective school climate practices and other means of correction at the school. Compared to the state average suspension rate of 3.5% for the 2022-23 school year. 2023-24 locally calculated data provided by the Student Services department indicates a rate of 1.50% at the time of plan writing. Our reduction in suspension rate can be attributed to our continued focus on providing professional development to our supervision staff, and our Behavior Para, Counselor, and Administrators meeting weekly to discuss our Tier 2/3 students and provide support and/or resources to staff, students, and families. - The school-wide focus on small group reading intervention and Tier II intervention support has helped close the achievement gap in reading foundations as indicated by Star results and Core Phonics progress monitoring throughout the school year. The Tier II Intervention program continued with our Reading Specialist and three paraprofessionals and the use of the University of Florida Institute Foundations (UFLI). The data shows a reduction of students below benchmark but doesn't reflect in students at benchmark. According to our winter 2024 STAR Data: STAR Reading data Cohort students at urgent intervention dropped 8% in 3rd grade and stayed at 28% in 4th grade. Our longitudinal 5th grade Star Reading data for all students shows that we have decreased our students in the urgent intervention category by 9% from 42% to 31%, however, our students at or above benchmark remain the same at 13% for all students. Our longitudinal 5th grade Star Math data for all students shows that we have increase our students in the urgent intervention category by 11% from 39% to 50%, however, our students at or above benchmark remain the same at 24% for all students. Our longitudinal 5th grade Star Reading data for EL students is similar to are all student group, with an reduction of 4% of students in the urgent intervention band but no improvement at the at or above benchmark band (maintained 31%). Our longitudinal 5th grade Star Math data for EL students shows an increase in the number of students in the urgent intervention band (4%) but no improvement at the at or above benchmark band (maintained 13%). Our longitudinal 5th grade Star Reading and Math SPED data shows improvement by 8% (1 student) in students at our above benchmark but the students that were intervention have moved down to the urgent intervention band. This shows the need for more explicit interventions for our SWD. The attendance rate from August to February 2024 is at 91%. - Chronic absenteeism for all students has been reduced by 12.41%.

- English Learner chronic absenteeism has Improved by 11% over the previous year.

The homeless subgroup has improved by 7.5% last year over the previous year.

- Internal tracking is showing improvement, however, the White subgroup still struggles with attendance.

Our improvement in attendance can be attributed to the systems that we implemented.

- Our Community Liaison and Office Tech monitor attendance schedule SART meetings and refer to SARB.
- Letters sent to families regarding attendance and number of days missed.
- Monthly incentives for students with satisfactory attendance.
- We've had target groups and conducted surveys for both the families and students in our target groups. This has given us data to identify needs of those groups.

All of these supporting actions will continue for the 24-25 school year; however, with slight modifications.

Suspensions:

- Our weekly meetings with our supervision staff, Playworks Coach, and Behavior Para will continue to focus on professional development needs based on data and input from staff. Our Tier 2/3 will continue to meet.

Reading:

- The Tier II Intervention Support will continue during our grade level small group Reading blocks for 1st-5th grades. The district-funded Reading Intervention program has resulted in improved reading outcomes for students, with participating students increasing scores in Star and Core Phonics progress monitoring results. Our professional development and coaching will focus on Tier 1 instruction and data analysis to plan interventions and enrichment.

Attendance:

The incentive program will continue with slight modifications.

- Letters will be sent home at grade reporting periods to inform parents of days missed.
- Focus will be on the White subgroup

In addition to the above, the SSC and ELAC at their September 19th meeting acknowledged the improvement in overall Star Reading State Benchmark data of 2% from Fall 23-24 (24.8%) to Fall 24-25 (26.8%).

- We will continue with the proposed goals and actions. More funding will support the staff's professional development in the Science of Reading, Math, and data-driven Professional Learning Communities.

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 school was identified as ATSI for the white student group. This group is in the red performance level in chronic absenteeism and yellow in suspension on the California Dashboard.

ELA Indicator - The Fall 2023 California School Dashboard reported a Low status for all students, English Learners, Hispanic, and Socioeconomically Disadvantaged while the Students With Disabilities student group was in the lowest performance level. The SWD group presented a performance gap one level below the overall and all subgroup results indicating a need for ongoing support. Performance gaps reflected in the Fall 2023 Dashboard continue to be reflected in Star Reading data. Students with Disabilities report percentages of students projected to meet or exceed the standard on CAASPP at 7.7%%% which is 17.7% lower than the all student group.

Math Indicator - Math results reported a Low status for the "all students" group on the Fall 2023 California School Dashboard, with the average student score of 58.1 points below standard. The Fall 2022 California School Dashboard reported that the Students With Disabilities performed at a Very Low-performance level (131.9 points below standard) on the 2022 CAASPP tests. Star Math results indicate

that 18.8% of students are projected to meet or exceed standards, however, Students with Disabilities are only projected to have 10.3% meet or exceed standards.

Chronic Absenteeism increased from 16.1% to 50.7% between 2018-19 and 2021-22, indicating that this is an area of need for our school. The Fall 2023 California School Dashboard indicates that the school and every student group performed in the lowest status level for the 2021-22 year. 2023-24 data as of March 2024 indicates improvement in chronic absenteeism rates, however, 9.9% of all students have been severe chronic for this school year and 26% are moderately chronic. For the same period, the white student subgroup has 19% severe chronic and 40% moderate chronic. SWD has a rate of 15% severe chronic and 21% moderate chronic. These rates indicate that this is a continuing area in need of improvement, especially with our white student subgroup.

Our community is in a high-poverty neighborhood; there are many societal and domestic distractors that hamper our students' focus, academic success, and attendance. We utilize the PBIS program to keep the focus on positive behavior and to reward students who demonstrate appropriate behavior and attend school regularly or improve attendance. In addition, we have a full-time Counselor and full-time Behavior Paraprofessional who help students deal with these distractors. Nevertheless, learning is often hampered for those students who are distracted by myriad home and community issues.

Supporting Actions: The Small Group Reading Intervention Program will continue to be funded for the 2024-25 school year to address students who have significant achievement gaps in reading foundations. More focus will be placed on best-first instruction and differentiated small-group instruction with an emphasis on improving foundational skills. The district-funded Reading Intervention teacher will focus on reading improvement, with extra paraprofessional support allowing for expanded student participation in the program. Our instructional coach will continue to be provided by the district to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines in English Language Arts and Math. Our Math professional development focus will be to continue implementing and refining the High Impact Math Strategies. Our academic coach will help support math implementation. Our new LCRS Grant Literacy Coach will be focused on supporting teachers during literacy instruction. This person will focus on providing teachers with support on analyzing data and planning small group instruction to meet the needs of students in addition to supporting teachers with planning Tier 1 instruction using research-based strategies that are consistent with the Science of Reading.

To target chronic absenteeism, the administration will meet with the district Family and Community Engagement Specialist and Office Tech to track data and develop an attendance campaign and a program to monitor and encourage our chronically absent students. Our Counselor and Behavior Para will continue to meet with students, in small groups, and teach lessons to help students improve their grit and resilience. The Social-emotional Learning Block will continue to be the first 30 minutes of the school day. We will also continue to provide additional supervision by trained professionals for unstructured times during the school day to promote a safe environment for learning.

Special Education teachers will have dedicated time during guided reading to target the individualized needs of our students with disabilities without interrupting core instruction. Also, our special education staff will continue to receive targeted professional development with the general education teachers. Grade levels will desegregate assessment data by SWD and other student groups to identify specific strategies to meet their needs.

In addition to the above, the SSC and ELAC at their September 19th meeting acknowledged the need to continue focusing on the Science of Reading strategies, small group reading, Math, and planning based on data. Our student body includes 36% English Learners (EL), which represents a significant portion of the population. Of the 260 students, 72 are at risk of becoming Long Term English Learners (LTEL), and 5 students are currently classified as LTEL. The majority of students at risk of becoming LTEL (76%) also have an Individualized Education Program (IEP). These data suggest a crucial overlap between EL students and those receiving special education services, highlighting the need for targeted interventions in both language development and academic support.

Academic Performance Data for Fall 2024:
All Stidents:
STAR Reading: 36% of all students are proficient, with 20% categorized as "On Watch," 19% in "Intervention," and 25% requiring "Urgent Intervention."
STAR Math: 36% of all students are proficient, 22% "On Watch," 19% in "Intervention," and 23% in "Urgent Intervention."

EL Subgroup:
STAR Reading: Only 17% of EL students are proficient, with 23% categorized as "On Watch," 30% in "Intervention," and 30% requiring "Urgent Intervention."

STAR Math: 22% of EL students are proficient, 21% "On Watch," 24% in "Intervention," and 33% in "Urgent Intervention."

SPED Subgroup:
STAR Reading: 14% of SPED students are proficient, with 10% "On Watch," 14% in "Intervention," and 62% in "Urgent Intervention."
STAR Math: 22% of SPED students are proficient, with 4% "On Watch," 10% in "Intervention," and 64% in "Urgent Intervention."
The data reveals that both the EL and SPED subgroups underperform compared to the overall student population, with significant portions of these students requiring urgent support, particularly in reading.

Long-Term English Learner Risk: With 72 students at risk of becoming LTELs, and a considerable percentage of these students (76%) having IEPs, there is a need for early interventions that support both language development and special education needs.

Low Proficiency in Reading and Math: EL and SPED subgroups show low proficiency rates in both STAR Reading and Math, with urgent intervention needed for at least 30% of EL students and over 60% of SPED students in reading. These results highlight the need for continued focus on literacy and numeracy instruction.

Attendance and Engagement: Attendance concerns continue to affect EL and SPED students. There is a direct correlation between poor attendance and academic achievement, particularly for students at risk of becoming LTELs.

SSC Recommended Goals and Actions
Continued Focus on the Science of Reading and Small Group Instruction: We will maintain a strong emphasis on implementing Science of Reading strategies and small group instruction to address literacy challenges for both EL and SPED students. The focus will also extend to improving math instruction through data-driven planning.

Professional Development for Staff: Additional funds will be allocated to professional development in the Science of Reading and Math. This will include training teachers on strategies that can be applied in small groups and differentiated instruction, with a specific emphasis on supporting EL and SPED students.

Bilingual Para Support: One of our bilingual paras will work directly with EL students to support English language development, focusing on building both social and academic language skills. This targeted support is essential for addressing language gaps that hinder academic performance.

Parent Engagement: Parent engagement funds will be utilized to build trusting relationships with families, increase participation in school events, and offer workshops that help parents support their children's learning at home. This will also include strategies to help parents better understand and utilize data on their child's academic progress.

Attendance Interventions: To address attendance issues, we will offer 4 days of Saturday Camp from November to March, providing students additional instructional time. For students who miss more than one day at a time, short-term independent study will be available to prevent learning loss.

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	0.89%	0.84%	0.72%	6	6	5
African American	2.38%	3.52%	3.87%	16	25	27
Asian	0.15%	0%	%	1	0	
Filipino	0.15%	0.14%	0.14%	1	1	1
Hispanic/Latino	89.57%	88.19%	86.80%	601	627	605
Pacific Islander	%	0%	%		0	
White	5.07%	5.63%	5.88%	34	40	41
Multiple/No Response	1.79%	1.69%	2.58%	12	12	18
			Total Enrollment	671	711	697

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	109	143	103
Grade 1	112	111	106
Grade 2	111	111	110
Grade3	114	115	115
Grade 4	110	114	121
Grade 5	115	117	105
Total Enrollment	671	711	697

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	263	282	275	39.60%	39.2%	39.4%
Fluent English Proficient (FEP)	103	88	77	17.90%	15.4%	11.0%
Reclassified Fluent English Proficient (RFEP)				18.4%		

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**
711	**97**	**39.7**	**0.6**
Total Number of Students enrolled in Two Bunch Palms Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	282	39.7
Foster Youth	4	0.6
Homeless	157	22.1
Socioeconomically Disadvantaged	690	97
Students with Disabilities	66	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	3.5
American Indian	6	0.8
Filipino	1	0.1
Hispanic	627	88.2
Two or More Races	12	1.7
White	40	5.6

Conclusions based on this data:

1.

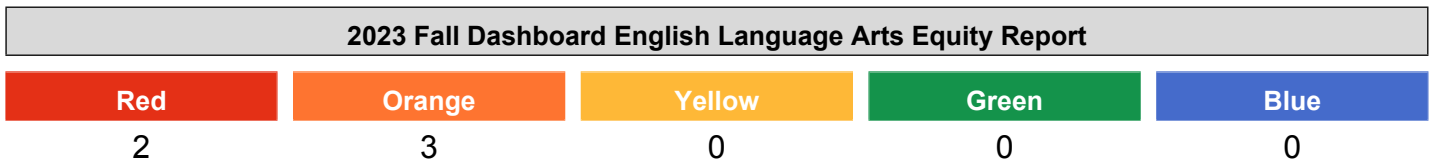# School and Student Performance Data

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
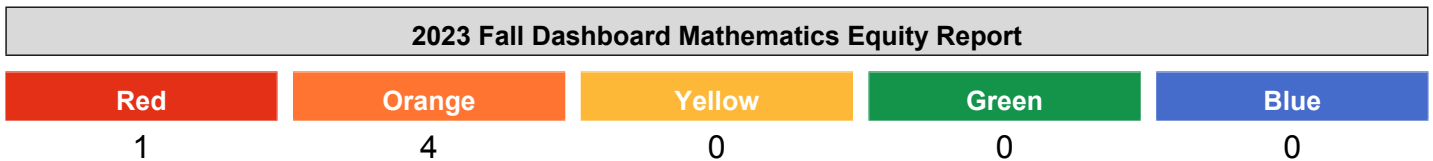## English Language Arts

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
57.1 points below standard	66.4 points below standard	
Decreased Significantly -15.9 points	Decreased Significantly -27.5 points	3 Students
329 Students	145 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Red
74.7 points below standard	57.1 points below standard	135.2 points below standard
Decreased Significantly -46.3 points	Decreased Significantly -16.7 points	Decreased Significantly -16.2 points
62 Students	324 Students	35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 58.4 points below standard Decreased Significantly -19.1 points 298 Students	Less than 11 Students 4 Students	No Performance Color 0 Students	33.8 points below standard Increased Significantly +17.2 points 17 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.6 points below standard	10.3 points above standard	63.5 points below standard
Decreased Significantly -25.6 points	Increased +3.9 points	Decreased -11.1 points
108 Students	37 Students	143 Students

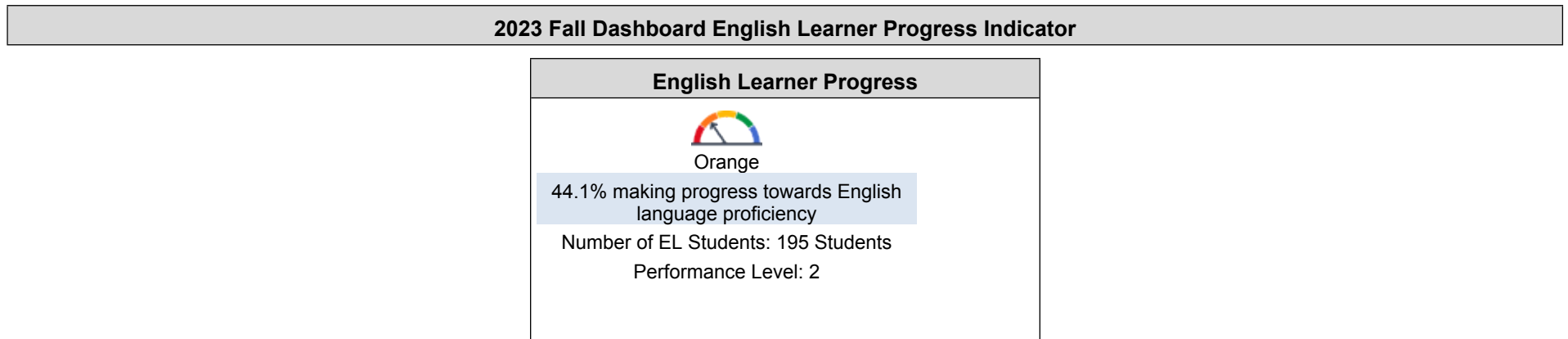**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Performance
Mathematics

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
63 points below standard	59.9 points below standard	3 Students
Decreased -4.9 points	Maintained -2.5 points	
329 Students	145 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
77.5 points below standard	63.5 points below standard	145.4 points below standard
Decreased Significantly -21.8 points	Decreased -5.1 points	Decreased -13.6 points
62 Students	324 Students	35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 61.5 points below standard Decreased -6.3 points 298 Students	Less than 11 Students 4 Students	No Performance Color 0 Students	77.2 points below standard Maintained -0.8 points 17 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.4 points below standard Maintained -0.1 points 108 Students	14.5 points above standard Increased Significantly +26.9 points 37 Students	75.9 points below standard Decreased -10 points 143 Students

Conclusions based on this data:

1.

School and Student Performance Data

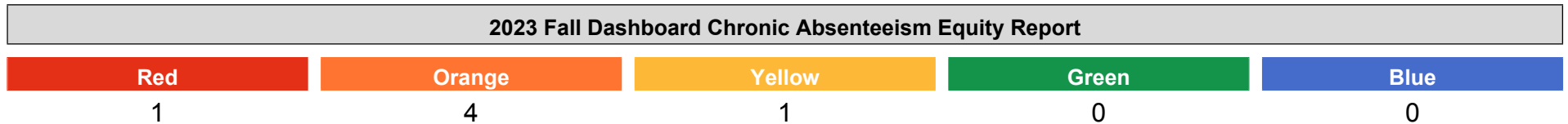## Academic Performance
English Learner Progress

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."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
44.1% making progress towards English language proficiency
Number of EL Students: 195 Students
Performance Level: 2

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
32	77	0	86

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	1	0	0

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

Orange

48.6% Chronically Absent

Declined -2.1

768 Students

English Learners

Orange

44.3% Chronically Absent

Declined -1.7

296 Students

Foster Youth

43.8% Chronically Absent

Declined -20.5

16 Students

Homeless

Yellow

57.1% Chronically Absent

Declined Significantly -4

182 Students

Socioeconomically Disadvantaged

Orange

48.5% Chronically Absent

Declined -2.4

748 Students

Students with Disabilities

Orange

54.8% Chronically Absent

Declined -7.1

93 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
55.2% Chronically Absent	Less than 11 Students	No Performance Color	Less than 11 Students
Declined -9.8			
29 Students	6 Students	0 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Orange	46.2% Chronically Absent	No Performance Color	Red
47.2% Chronically Absent	Declined -27.2	0 Students	65.4% Chronically Absent
Declined -2.2			Increased 6.8
667 Students	13 Students		52 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	4	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

1.1% suspended at least one day

Declined -0.4

792 Students

English Learners

Yellow

0.7% suspended at least one day

Increased 0.3

304 Students

Foster Youth

0% suspended at least one day

Declined -14.3

17 Students

Homeless

Green

1.1% suspended at least one day

Declined -0.9

190 Students

Socioeconomically Disadvantaged

Green

1.2% suspended at least one day

Declined -0.5

770 Students

Students with Disabilities

Green

2.1% suspended at least one day

Declined -0.7

96 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
5.9% suspended at least one day Increased 1.3 34 Students	Less than 11 Students 6 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.7% suspended at least one day Declined -0.4 684 Students	0% suspended at least one day Declined -6.7 13 Students	No Performance Color 0 Students	Yellow 3.7% suspended at least one day Declined -0.9 54 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

Two Bunch Palms Elementary School will increase the percent of students proficient in ELA and Math through local and state measures, increase the use of technology within best first instruction practices and intervention, and continue curricular development and implementation to align with the full rigor of the Common Core State Standards and the Next Generation Science Standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL) 41.2 points below
English Learners (EL) 38.9 points below
Hispanic (Hisp) 39.3 points below
African American (AA) Less than 11 students
Socioeconomically Disadvantaged (SED) 40.4 points below
Students with Disabilities (SWD) 118.9 points below

)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Yellow	38.2 points below standard	+3
EL	Yellow	35.9 points below standard	+3
Hisp	Yellow	36.3points below standard	+3
AA	Yellow	N/A	
SED	Yellow	37.4 points below standard	+3
SWD	Orange	115.9 points below standard	+3

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	57.1 points below standard	Decreased Significantly - 15.9 points
EL	Orange	66.4 points below standard	Decreased Significantly - 27.5 points
Hisp	Orange	58.4 points below standard	Decreased Significantly - 19.1 points
AA			Less than 11 Students
SED	Orange	57.1 points below standard	Decreased Significantly - 16.7 points
SWD	Red	135.2 points below standard	Decreased Significantly - 16.2 points

California School Dashboard - Academic Indicator for Mathematics
All Students (ALL) 58.1 points below
English Learners (EL) 57.4 points below
Hispanic (Hisp) 55.2 points below
African American (AA) Less than 11 students

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Yellow	55.1 points below standard	+3
EL	Yellow	54.7 points below standard	+3
Hisp	Yellow	52.2 points below standard	+3
SED	Yellow	55.4 points below standard	+3
SWD	Orange	128.9 points below standard	+3

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	63 points below standard	Decreased - 4.9 points
EL	Orange	59.9 points below standard	Maintained - 2.5 points
Hisp	Orange	61.5 points below standard	Decreased - 6.3 points

Metric/Indicator	Expected Outcomes	Actual Outcomes

Metric/Indicator: Socioeconomically Disadvantaged (SED) 58.4 points below
Students with Disabilities (SWD) 131.9 points below

Actual Outcomes:

	Color	DFS/Percentage	Change
AA	(gauge)		Less than 11 Students
SED	Orange	63.5 points below standard	Decreased - 5.1 points
SWD	Red	145.4 points below standard	Decreased - 13.6 points

Metric/Indicator: California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5

Expected Outcomes: California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5 - 19.24%

Actual Outcomes: California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5 - 16.39%

Metric/Indicator: California School Dashboard – English Learner Progress Indicator (ELPI)

Expected Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

Actual Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	44.1%	

Metric/Indicator: English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

Expected Outcomes: English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Maintain at least 10%

Actual Outcomes: English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5%
Kindergarten - 8%
1st Grade - 23%
2nd Grade - 15%
3rd Grade - 8%
4th Grade - 15%
5th Grade - 31%

Metric/Indicator: 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results
All Students (ALL)

Expected Outcomes: 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.
(Percent of Students who Met or Exceeded Standard)
All Students (ALL) ELA - increase by at last 3 points to 35.46%

Actual Outcomes: 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results
All Students (ALL) 22.9% of students met or exceeded standard.

Metric/Indicator: Williams Textbook/Materials Compliance

Expected Outcomes: Williams Textbook/Materials Compliance - Maintain compliance

Actual Outcomes: Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional support through the use of technology. Subscription service access for all students including use from home when available.	Subscription for AR, Brain Pop was purchased. 22 classes are using the program, however, not all students in the classes have activity. 214 students have used the program of 350 licenses. Brain Pop is used in classes as a supplemental instructional tool.	Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures LCFF 5000	Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures LCFF 1,400
		Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures Title I 8618	Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures Title I 2700
Additional supplies, purchases to support learning within first instruction and intervention settings. Reading, math, science and social studies materials and books, technology purchases (hardware, such as laptops for teachers, chromebooks or iPads for students beyond what the district will purchase, printers or specialty electronic devices such as postermakers, letter cutters, etc for use in all classrooms); and tech supplies (such as toner, ink, etc) to supplement curricular and intervention programs for all students, including EL and SWD.	Purchased: Resources for teachers to improve understanding and instruction in the Science of Reading Classroom Instructional Materials for all grade levels Ipads Headphones Printers Whiteboards Monitors for teachers to display lessons for small group instruction	Supplemental supplies and Technology 4000-4999: Books And Supplies LCFF 32409	Supplemental supplies and Technology 4000-4999: Books And Supplies LCFF 14,750
		Supplemental supplies and technology 4000-4999: Books And Supplies Title I 5000	Supplemental supplies and Technology 4000-4999: Books And Supplies Title I 17,491
Extended day intervention programs to support student academic need. Literacy and math programs to be implemented	2 teachers provided small group tutoring to 21 students afterschool	Extended Day Intervention - hourly certificated salary	Extended Day Intervention - hourly certificated salary

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
based on student performance data on local and district measures (to be set based on first assessments in 23/24. These intervention programs will focus on English Learners, white subgroup, SWD, and students who are academically delayed (as documented through SSTs). Targeted extended day intervention programs will use literacy data and ELPAC results. Extended day tutoring before and/or after school will focus on math and writing. Will be funded by district's Expanded Learning.		1000-1999: Certificated Personnel Salaries None Specified 0 Extended Day Intervention - hourly certificated benefits 3000-3999: Employee Benefits None Specified 0	1000-1999: Certificated Personnel Salaries None Specified 0 Extended Day Intervention - hourly certificated benefits 3000-3999: Employee Benefits None Specified 0
All students receive small group reading support (60 minutes per day) provided by their classroom teacher. Those students most in need also receive additional support (push in and/or pull out) from the Intervention Teacher and Paraprofessionals. Support for teachers in small group reading strategies is provided by admin and the district provided Instructional Coach and Reading Intervention teacher.	1 hour of small group reading time is built into the daily school schedule. Teachers pull small groups of students. Paraprofessionals and the Reading Teacher provided small group intervention to 189 students throughout the school year.	Paraprofessional Aides 2000-2999: Classified Personnel Salaries Title I 58,788 3000-3999: Employee Benefits Title I 39,935	Paraprofessional Aides 2000-2999: Classified Personnel Salaries Title I 60,563 Paraprofessional Aides 3000-3999: Employee Benefits Title I 42,378
Provide professional development to teachers and support personnel in the form of release time to attend data analysis meetings,	All grade levels were provided with 2 hours of professional development on assessments and using date from assessments to	Hourly teacher pay for extra duty assignments (i.e. non-SES tutoring) 1000-1999: Certificated Personnel Salaries	Hourly teacher pay for extra duty assignments (i.e. non-SES tutoring) 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
conferences, meetings focused on student achievement.	form small groups from the reading teacher. 7 teachers attended a professional development book club on the book "7 Mighty Moves.	LCFF 18,000 3000-3999: Employee Benefits LCFF 4,687	LCFF 12,500 Benefits 3000-3999: Employee Benefits LCFF 3950
Provide professional development and release time for teachers to observe their colleagues for peer coaching. Additional release time will provide for feedback, reflection and action planning.	Due to substitute shortages, this activity was not completed	Subs for release time 1000-1999: Certificated Personnel Salaries LCFF 5,500 Fringes 3000-3999: Employee Benefits LCFF 1,500	Subs for release time 1000-1999: Certificated Personnel Salaries LCFF 0 Fringes 3000-3999: Employee Benefits LCFF 0
Instructional supplies Incentives for reading participation. Incentives for survey participation (i.e. Panorama surveys, Bridges pre/post surveys) Incentives for attendance improvement. Incentives for academic progress TBP PTG helps to fund a majority of our incentives.	Incentives were purchased for improved attendance activities and monthly awards. TBP PTG funded the purchases for the Hop Shop.	Incentives and prizes 4000-4999: Books And Supplies LCFF 1500	Incentives and prizes 4000-4999: Books And Supplies LCFF 1,002
Consultants for professional development in the areas of rigorous instruction and student engagement, specifically targeting strategies and data analysis for students with disabilities. This goal will also serve to provide attendance at conferences where academically rigorous strategies	This goal was not funded.	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for SWD 1000-1999: Certificated Personnel Salaries LCFF	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for SWD 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
that are specific to students with disabilities.		1,600	0
		3000-3999: Employee Benefits LCFF 400	3000-3999: Employee Benefits LCFF 0
Reading books for school and classroom libraries. This funding will provide books to students for them to read at home, while also expanding their classroom libraries. A focus will be to purchase books that resonate with our particular subgroups and our diverse community.	Purchased books for all classrooms. Books were purchased with the library grant.	Books at various levels for home, school and classroom libraries to increase access for students. 4000-4999: Books And Supplies Title I 1000	Books at various levels for home, school and classroom libraries to increase access for students. 4000-4999: Books And Supplies Title I 348
Motivational assemblies and speakers, focused on academic success and a positive student and staff culture.

Assemblies will be paid for by the TBP PTG. | Behavior expectation assemblies were held at the beginning of the year and after winter and spring breaks. At monthly awards assemblies, the video for the monthly Capturing Kids Hearts Leadworthy trait was shown to students to introduce and kick off the months trait. Pyramid of Success assembly was held in March. All assemblies were free to the school. | None Specified 0 | None Specified 0 |
| Conferences for Administrators, Support Staff, Teachers, and parents to increase student achievement. | Assistant Principal and Office Tech attended Digging Deeper into Chronic Attendance 12 teachers, Principal and Assistant Principal will be completing How to Learn Math for Teachers through Standford Center for Professional Development | Conferences 5000-5999: Services And Other Operating Expenditures LCFF 3,000 | Conferences 5000-5999: Services And Other Operating Expenditures LCFF 5045 |
| | | Conferences 5000-5999: Services And Other Operating Expenditures Title I | Conferences 5000-5999: Services And Other Operating Expenditures Title I |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Principal, Reading Teacher, RSP Teacher, and 2 classroom teachers attended the Reading League Conference Principal and Reading Teacher attended the RCOE Passport to Literacy Conference Assistant Principal and Behavior Para attended Restorative Practices: Alternatives to Suspension	2000	2086
Office Technician-Bilingual, 8 hours, school year. The office technician will work directly with administration (not in front office) to manage student data bases (Synergy, School City, ESGI, etc) to provide data to administration that will be used to monitor student achievement and teacher effectiveness in use of instructional and/or intervention programs. Students with Disabilities a (ATSI significant subgroups) will be a particular focus of the office technician.	Office tech bilingual has worked on monitoring attendance, collecting data, providing incentives and awards for improved attendance and classes with "All Jackrabbits Present" They pull data and print STAR data and Synergy reports. They were responsible for the Panorama Surveys.	Office Technician - Bilingual 2000-2999: Classified Personnel Salaries LCFF 37,478 Office Technician - Bilingual 3000-3999: Employee Benefits LCFF 31,446	Office Technician - Bilingual 2000-2999: Classified Personnel Salaries LCFF 37,030 Office Technician - Bilingual 2000-2999: Classified Personnel Salaries LCFF 31,721
The Paraprofessional Behavior will focus on positive behavior interventions for students who are disrupting or eloping the classroom. The behavior para will support students in the classroom and also provide short-term breaks from the classroom and redirect student behavior so that students can return to the classroom and focus on learning. The person will	Paraprofessional Behavior focused on positive behavior interventions for students who are disrupting or eloping the classroom. The behavior para supported students in the classroom. They redirected student behavior so that students returned to the classroom and focus on learning. They provided check-in/check-out to keep students in the classroom and	Salary for Para Behavior 2000-2999: Classified Personnel Salaries Title I 18,662 Benefits for Para Behavior 3000-3999: Employee Benefits Title I 14,189	Salary for Para Behavior 2000-2999: Classified Personnel Salaries Title I 18,662 Benefits for Para Behavior 3000-3999: Employee Benefits Title I 12,208

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provide check-in/check-out to keep students in the classroom and focused on learning, and maintain contact with parents via Behavior SSTs and phone/email/text contact to keep parents informed of student progress. In addition to other responsibilities, the behavior paraprofessional will be focused on the connection to parents through conferences and phone calls. The goal is to give the student the feeling that the "village" is supporting the students' efforts at improvement. We are split funding this position between Title I and LCFF. The LCFF-funded portion is focused on supporting the student during non-academic portions of the school day.	focused on learning. They also managed the PBIS student store.		
Instructional materials for the reading intervention program and small group reading instruction in the classrooms	Instructional materials for the reading intervention program and small group reading instruction in the classrooms, including materials for students working independently.	Instructional materials 4000-4999: Books And Supplies Title I 27816	Instructional materials 4000-4999: Books And Supplies Title I 19,836.74

Analysis

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

Professional Development was provided to teachers in the area of UDL, small group Reading, CORE Phonics screener, UFLI, Phonemic Awareness, and High Impact Math. Our instructional coach, reading teacher, and administration provided continued support to improve teacher practice, as well as provided targeted instruction to identified students during guided reading. Behavior para provided support to staff, social-emotional strategies to students, and provided support with behavior plan implementation to help students stay in class and ready to learn. Materials were purchased to support student learning. Various supplemental materials were purchased to support both ELA and Math instruction to better target instruction to identified needs areas.

Reading Intervention efforts appear to be effective in recovering learning in reading, as progress monitoring through Star testing reports and Core Phonics Screener. Absenteeism continues to hinder student growth. STAR data shows that students are making progress but not substantial growth. Our SWD is making growth, however, they are still significantly behind our all-students sub-group. Only 1 of our SWD was at or above benchmark on the Star Reading test.

Our Star Math data is showing that 4 students in grades 3 -5 are at or above benchmark.   Our white sub-group is making minimal progress in academics. In our Star Reading longitudinal data, our 4th grade white subgroup has maintained 25% at or above benchmark. Our 5th grade white subgroup has declined from 50% at or above benchmark in 3rd grade to only 20% at or above benchmark, however, this difference is one child since our white subgroup is so small. Our Star Math data is showing slight improvement with 48% of our White subgroup at or above benchmark at this time vs. 21% at or above benchmark last year. However, these results should be viewed with caution since due to the small number of students in the subgroup, it is only an improvement of 2 students. This is contributed to the chronic absenteeism that continues to be a concern with this sub-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.

In response to unanticipated challenges with teacher release time expenditures, limited availability of substitutes for professional development sessions during school hours and the necessity to accommodate raises and retro pay, the SSC adapted its budgetary allocations.

With teacher release time expenditures lower than anticipated due to teachers' personal time constraints preventing after-school participation, SSC recognized the need to explore alternative avenues for professional growth. Simultaneously, the scarcity of substitute teachers hindered the feasibility of conducting comprehensive professional development sessions during regular school hours. To maximize the remaining professional development funds, SSC allocated additional funds to sending staff members to conferences focused on key areas of improvement, including strategies to enhance attendance, implement restorative practices, and bolster literacy instruction. These conferences provided valuable opportunities for staff to gain insights, strategies, and best practices from experts in their respective fields. Staff members who attended these conferences were tasked with disseminating the acquired knowledge and insights during regular staff meetings. This approach ensured that the benefits of professional development were shared across the faculty, fostering a collaborative learning environment and promoting collective growth.

The investment in mathematics professional development will equip educators with the necessary tools, strategies, and pedagogical insights to enhance mathematics instruction and student achievement. Additionally, the establishment of a library of resources on the Science of Reading aimed to support literacy development and foster evidence-based reading instruction practices across the institution.

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

Due to the number of students in all grades that remain below standard in ELA, specifically our SWD subgroup, a focus for PD, coaching, and collaboration will be on best first instruction and targeted skills-based small group instruction. The focus of this collaboration will be to discuss strategies and materials to be used during both whole-group and small-group reading instruction. Additionally, our Instructional Coach, Literacy Coach, and Reading Teacher will continue to support teachers with appropriate reading strategies and next steps after analyzing data. This action can be found in Goal 1 of the Planned Strategies/Actions section. SPSA Goal 1

Due to the number of students in all grades that remain below standard in Math, specifically our SWD and students in our white subgroup, a focus for PD, coaching, and collaboration will be on continuing our work on Conceptual Math Strategies, Math Routines, and the Launch, Explore, and Summary and focus on planning lessons and looking at data to create cohesive long-range plans versus planning unit by unit. SPSA Goal 1

The Leadership Team has identified the need for professional development in the PLC structure and how to plan next steps based on student data. A focus will be made on how to effectively collect and analyze data and plan next steps.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

Two Bunch Palms is dedicated to increasing opportunities for the community and families in partnership with the school to support achievement for all students. This includes a focused effort to close the achievement gap, providing parent education (to all students, and particularly to parents of SWD) that is meaningful in promoting their support and effort toward increasing student achievement, creating opportunities for parents and families to become involved in their child's education, and finally, developing the capacity for parents and students to be knowledgeable about and to function in a diverse community effectively.

Two Bunch Palms Elementary's goal is for all students to attend school each day. For the 2023-2024 school year, Two Bunch Palms will increase annual attendance rates to meet or exceed the district goal.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 350 responses	Parent Participation in Stakeholder Input Processes - 143 responses increased by 40 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% Hispanic (Hisp) - 97%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% same as 22/23 survey data Hispanic (Hisp) - 96% down 1% from 22/23 data
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% Hispanic (Hisp) - maintain 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% down 7% from 22/23 data Hispanic (Hisp) - 94% down 6% from 22/23 data
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: 98%	Number of Parent Attendees attending 1 or more site/parent center sponsored events: 98%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Community Liaison will Increase parent and community collaboration and improve attendance rates, specifically working to bridge the "connectedness gap" for SWD, through personal contact and attendance with parents at engagement activities.	Community Liaison did perform these duties. This position makes contact with parents to improve attendance, and immunizations, and answer questions that build and improve the parent/school relationship. The longevity and community connections this person brings to the school site help parents feel safe and involved. She attended the Reducing Chronic Absenteeism conference with the Assistant Principal and has helped to reduce chronic absenteeism by 12.4%. The office staff made over 10,800 attendance calls this school year.	School Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 44,590	School Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 45,978.
		School Community Liaison Benefits 3000-3999: Employee Benefits LCFF 34,520	35,393.
Increase parent and community collaboration through workshops, direct parent contact, and community events (i.e. Coffee Chats, Strengthening Families, Empowering Parents, Triple P, Parent Academy, and District Parent Engagement workshops). Funds will allow for guest speakers and meetings for all families directed at improving the SEL (Social Emotional Learning) at home. Funds will also provide books to be given to parents on the topics of SEL and behavior management.	The following workshops and events were held: TK-Kindergarten Orientation (Parents attended: 104) Back to School Night - FACES table (Parents attended: 23) PTG Fall Festival PTG Movie Night: ELAC meetings: (Oct. 5, 2023:8 parents attended, Nov. 2, 2023: 6 parents attended, Jan. 18, 2024: 3 parents attended, March 19, 2024: 3 parents attended, April 18, 2024: 3 parents attended, upcoming May 23) SSC Meetings: (Sept 21, 2023, 3 parents attended, Oct 10, 2023: 4	Teachers per diem to provides workshops for parents in area of reading 1000-1999: Certificated Personnel Salaries Title I 1500.	Teachers per diem to provides workshops for parents in area of reading 1000-1999: Certificated Personnel Salaries Title I 1500
		Benefits for Teachers per diem to provides workshops for parents in area of reading 3000-3999: Employee Benefits Title I 382	Benefits for Teachers per diem to provides workshops for parents in area of reading 3000-3999: Employee Benefits Title I 382
		Guest speakers and books for parents 4000-4999: Books And Supplies	Guest speakers and books for parents 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	parents attended, Jan 18, 2024: 4 parents attended, Feb. 1, 2024: 1 parent attended, Feb 29, 2024: 3 parents attended, Apr 25, 2024: 2 parents attended) Coffee Chats (Jan. 2024: 7 parents attended, March 2024: 6 parents attended) Monthly Awards assemblies Math Night: 9 parents attended Literacy Night: March 19th:53 Parents attended CV Firebirds TBP Night 30 families attended If attendance is not noted, it was more than 150 families attending. Materials, supplies, and books were purchased for events. Some costs were covered by our PTG.	Title I Part A: Parent Involvement 1439	Title I Part A: Parent Involvement 1300
Increase parent and community collaboration through bilingual weekly newsletter.	Jackrabbit Weekly was sent home via Smore to every family weekly and is available in multiple languages. Average viewing for the 2023/24 school year was 232 views per week. The Jackrabbit Weekly details upcoming events, highlights activities happening around campus, and shares information happening at the school, within PSUSD and the community. Views were down this year from the 2022/23 school year. This can be contributed to families not interacting with ParentSquare as much as Class Dojo.	SMORE Subscription to create and publish newsletter 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1,000	SMORE Subscription to create and publish newsletter 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1,000.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Focused attention on Special Education and white subgroup to ensure their feeling of school connectedness and safety. Monitor SEL lessons and PBIS referrals and provide data reports to admin and the school counselor for follow up with at-risk students.	These activities were accomplished. School Connectedness was down 5 points from 2022/23 on the Panorama Survey, however, Students with Disabilities (SWD) stayed the same and the white subgroup increased by 6%. The African American subgroup decreased by 31%. Student School Connectedness via Panorama School Climate Survey All Students: TBP: 70% Hispanic (Hisp): TBP: 70% African American (AA): TBP:47% Socioeconomically Disadvantaged (SED) TBP: 70% Students with Disabilities (SWD): TBP: 75% White: TBP 77%	Accomplished as a job duty of the office technician-bilingual, behavior para, and counselor. No cost associated. 0	Accomplished as a job duty of the office technician-bilingual, behavior para, and counselor. No cost associated. 0
Hold parent education meetings specifically for parents of students with disabilities to educate those parents on the PBIS program and the school/district/education code expectations of student behavior, highlighting the specific needs and rights for students with disabilities when addressing discipline.	These meetings were held via SST, IEP, SART, and SARB meetings. FACE Specialist conducted trainings and met with parents to provide support until the position was vacated in October 2023. Principal and Assistant Principal, along with the attendance committee and office staff, and EarlyAct Club created a "welcome kit" for new families in March 2023. The kits included reference materials related to academics and behavior, a letter to new students from the EarlyAct Club, as well as some basic supplies. Principal and Assistant Principal will meet with all new	Reference materials for parents of SpEd students related to student discipline 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800	Reference materials for parents of SpEd students related to student discipline 4000-4999: Books And Supplies Title I Part A: Parent Involvement 930

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	families to TBP. At the time of this writing, the kits have been created and presented to the families of 5 students. Kits are being made for all new students for the 24/25 school year.		

Analysis

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

Our Community Liaison, office tech bilingual, and FACE Specialist contact and communicate with parents through our school website, the school marquee, ParentSquare, phone calls, emails and texts regarding attendance meetings, SSTs, and events and activities. 19 SST meetings were held with 89% of parents in attendance. 24 SART meetings were scheduled with parents, however, only 19 parents attended. Of the 5 parents that did not attend, 2 home visits were conducted. 3 students were referred to SARB. Coffee Chats topics have been planned using input from parents. Jackrabbit Weekly newsletter has an average of 150 views a week. This is down from the 22//23 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.

The funds were allocated to purchase addtional decodable readers and reading manipulatives for small group reading instruction. The reference materials expenditure was less than expected as after surveying the ELAC and SSC, they felt that videos, articles, and/or websites would be a better use of the funds. The funds were reallocated to additional supplies to increase family engagement and education.

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.

The Principal, SSC and ELAC have been brainstorming ways to improve attendance and parent participation. It has been determined that more one on one and small group meetings with parents, specifically white subgroup and SWD families, will help to build relationship and discover root causes to the attendance and academic concerns and help us to better address the needs of families and students. SPSA Goal 2

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

Two Bunch Palms Elementary School's goal is to reduce the number of behavioral incidents on campus, leading to a safe learning environment for all students. Behavioral incidents include but are not limited to bullying, physical altercations, and disrespectful behavior towards adults. In addition, TBP has set a goal of meeting or exceeding the district's attendance rate (currently 87.66%). TBP is currently at 85.83%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Student Attendance Rates
All Students (ALL)

Student Attendance Rates
All Students (ALL) - 95%

Student Attendance Rates
All students 90.7%
Improvement of 1.2% from the same time in 22/23 school year.

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

St. Group	Color	DFS/Percentage	Change
All	Green	10	+ 6 points
EL	Green	3	+ 6 points
Hisp	Green	7	+ 6 points
AA	Orange	27	+ 20 points
SED	Green	10	+ 6 points
SWD	Yellow	23	+ 6 points

St. Group	Color	DFS/Percentage	Change
All	Orange	48.6% Chronically Absent	Declined -2.1
EL	Orange	44.3% Chronically Absent	Declined -1.7
Hisp	Orange	47.2% Chronically Absent	Declined -2.2
AA		55.2% Chronically Absent	Declined -9.8
SED	Orange	48.5% Chronically Absent	Declined -2.4
SWD	Orange	54.8% Chronically Absent	Declined -7.1

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

St. Group	Color	DFS/Percentage	Change
All	Green	0	+ 4
EL	Blue	0	+2

St. Group	Color	DFS/Percentage	Change
All	Green	1.1% suspended at least one day	Declined -0.4

Metric/Indicator	Expected Outcomes	Actual Outcomes

Metric/Indicator | **Expected Outcomes** | **Actual Outcomes**

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Hisp	Green	0	+3
AA	Yellow	4	+4
SED	Green	0	+4
SWD	Yellow	9	+4

EL	Yellow	0.7% suspended at least one day	Increased 0.3
Hisp	Green	0.7% suspended at least one day	Declined -0.4
AA		5.9% suspended at least one day	Increased 1.3
SED	Green	1.2% suspended at least one day	Declined -0.5
SWD	Green	2.1% suspended at least one day	Declined -0.7

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

Expulsion Rates - We expect to have zero expulsions in 2023-24
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

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

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

Panorama Survey – School Connectedness
All Students (ALL) 80%
English Learner (EL) 78%
Hispanic (Hisp) 81%
African American (AA) 83%

Panorama Survey – School Connectedness
All Students (ALL) 70% decrease of 5% from 22/23
English Learner (EL) 68% decrease of 10% from 22/23
Hispanic (Hisp) 70% decrease of 4% from 22/23
African American (AA) 47% decrease of 31% from 22/23

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

Panorama Survey – School Safety
All Students (ALL) 65%
English Learner (EL) 68%
Hispanic (Hisp) 64%
African American (AA) 76%

Panorama Survey – School Safety
All Students (ALL) 56% decrease of 4% from 22/23
English Learner (EL) 55% decrease of 4% from 22/23
Hispanic (Hisp) 57% stayed the same as 22/23
African American (AA) 54% decrease of 17% from 22/23

Williams Facilities Inspection Results

Williams Facilities Inspection Results - Maintain compliance with zero negative findings.

Williams Facilities Inspection Results - Maintained compliance with zero negative findings.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to refine Tier 1, 2, and 3 components of the TBP MTSS model that includes continuing to develop systemic behavioral management plans, utilizing various models, using Capturing Kids Heart, Pyramid of Success, and the Second Step curriculum. Data collection and analysis using programs such as Synergy or PBIS Rewards. Conferences for admin, teachers, and support staff. TBP PTG purchases incentives for the incentive program.	These actions were implemented. Incentives were purchased for attendance and the school store. PTG funds supplemented LCFF funds to cover the complete costs of the Hop Shop. 1 in person assembly and 2 virtual assemblies for each grade level were provided by Harper for Kids Assistant Principal and Behavior Para attended Restorative Practices: Alternatives to Suspencison conference.	Materials 4000-4999: Books And Supplies LCFF 500 Conferences 5000-5999: Services And Other Operating Expenditures LCFF 1,000	Materials 4000-4999: Books And Supplies LCFF 350 Conferences 5000-5999: Services And Other Operating Expenditures LCFF 847
Utilize the Sprigeo reporting system to allow for anonymous reporting of bullying incidents on campus	These actions were implemented. 2 Sprigeo reports were made during the 2023/24 school year.	No cost associated. 0	No cost associated. 0
Develop and implement instructional sequences to provide character building and social skills instruction using materials such as Capturing Kids Hearts, Pyramid of Success, and Second Step. This action will be for training for the above programs.	These actions were implemented. Teachers attended PD in August to review PBIS System and set agreements for Capturing Kids Hearts (CKH) implementation. CKH strategies and resources were embedded into the weekly bulletin and staff meetings.	Professional development additional hours certificated 1000-1999: Certificated Personnel Salaries LCFF 3,000 Professional development additional hours classified 2000-2999: Classified Personnel Salaries LCFF 1,204	Professional development additional hours certificated 1000-1999: Certificated Personnel Salaries LCFF 0 Professional development additional hours classified 2000-2999: Classified Personnel Salaries LCFF 1410

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide supervision and positive behavior support to all students.	These actions were implemented with the staff of 8 supervision aides. Weekly PD/staff meetings were held to provide support to the supervision aides in implementing PBIS strategies.	Salary for Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 52,320	Salary for Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 53,680.
		Benefits for Supervision Aides 3000-3999: Employee Benefits LCFF 18,999	Benefits for Supervision Aides 3000-3999: Employee Benefits LCFF 19,573
Add a Mental Health therapist to the menu of support available to all students at TBP. A google form referral is available to parents, staff and students (for self-referral) and will be used for Mental Health therapist, Counseling, and behavior para check-in. The Mental Health therapist is paid from district funds. Particular attention will be made to address the needs of Foster Youth, white subgroup, SWD, and homeless students at TBP.	These actions were implemented. District-funded Mental Health Therapist serviced 12 students in individual therapy sessions. District-funded Social Worker serviced 14 students in individual and 42 small group sessions.	No cost to site	No cost to site
Recess and playground improvements to expand our peaceful recess/Playworks program, reducing conflicts during recesses - thereby improving the focus on instruction and learning.	This was accomplished through the hiring of a Playworks coach, however, position has been vacant since November. Salary is covered by the district. Materials such as playground equipment and signage were purchased.	Supplies for playground 4000-4999: Books And Supplies LCFF 2500	Supplies for playground 4000-4999: Books And Supplies LCFF 2200
Conferences for administrators, teachers, support staff to increase student and staff safety and produce a safe and secure climate. We will seek out conferences that address the needs of protected class students, SWD, managing	99% of staff attended Restorative Practices training. The training was done by our equity lead. Time cards were given to staff not scheduled to work at the time of the training.	Conferences 5800: Professional/Consulting Services And Operating Expenditures Title I 3,000	Conferences 5000-5999: Services And Other Operating Expenditures Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
trauma related behaviors, and restorative practices.			
The Paraprofessional Behavior will focus on positive behavior interventions for students who are disrupting or eloping the classroom. The behavior para will support students in the classroom and also provide short-term breaks from the classroom and redirect student behavior so that students can return to the classroom and focus on learning. The person will provide check-in/check-out to keep students in the classroom and focused on learning, and maintain contact with parents via Behavior SSTs and phone/email/text contact to keep parents informed of student progress. In addition to other responsibilities, the behavior paraprofessional will be focused on the connection to parents through conferences and phone calls. The goal is to give the student the feeling that the "village" is supporting the students' efforts at improvement. We are split funding this position between Title I and LCFF. The LCFF funded portion is focused on supporting the student during non-academic portions of the school day.	The Para Behavior did perform these duties. The Paraprofessional Behavior was paid. The focus has been to provide students with short breaks. Weekly meetings were held to discuss and reveiw data on TIer 2/3 students. Behavior plans were written and shared with staff and supported by behavior para. Resources were shared with staff and parents. PBIS system was a focus of this postion.	Classified Salary 2000-2999: Classified Personnel Salaries LCFF 16,156 Classified Benefits 3000-3999: Employee Benefits LCFF 12,292	Classified Salary 2000-2999: Classified Personnel Salaries LCFF 16156 Classified Benefits 3000-3999: Employee Benefits LCFF 12292
Capturing Kids Hearts Training and Coaching - experiential training and expert coaching of the Capturing Kids Hearts research-based process to improve school	97% of staff attended Capturing Kids Hearts Training in August or January. District-funds covered cost for CKH training and timecards. Teachers attended PD	Materials and supplies for implementation 4000-4999: Books And Supplies Title I 3,000	Materials and supplies for implementation 4000-4999: Books And Supplies Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
performance and safety (strengthened school connectedness, decrease in discipline referrals, increased attendance, reduced negative behaviors, improved academic performance). The training includes a character-based curriculum for students (including personalized support) that will allow teams to build meaningful, productive relationships with every student and colleague; use the CKH EXCEL teaching model to create safe, effective learning environments for learning, develop self-managing, high-performing classrooms, using team building skills and s Social Contrtact, techniques for dealing with conflict, negative behavior, and disrespect issues. Pilot program and salaries to be paid by district funds.	in August to review PBIS System and set agreements for Capturing Kids Hearts (CKH) implementation. CKH strategies and resources were embedded into the weekly bulletin and staff meetings. All students are greeted at the front of the school and as they enter the classrooms at the beginning of the day. Social contracts have been created and are posted in all classrooms. The monthly Leadworthy trait is introduced at the monthly awards assemblies and classes complete lessons during the SEL block. Other CKH lessons are also incorporated as needed in each classroom.		

Analysis

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

Vertical Team analyzed data and reviewed/revised plans as necessary. 97% of staff attended the CKH training. 13 classified and certificated staff members are part of the CKH Process Champions Team and attended one day on additional training. Classified staff attended 2 hours worth of Restorative Practices training and supervision staff was provided weekly PD on Wednesdays during the Supervision Aides meetings. The first 30 minutes of each day are designated as the SEL block. Teachers have developed instructional sequences based on the school schedule utilizing Inner Explorer, Capturing Kids Hearts, The Pyramid of Success, and Second Step curriculum.

829 referrals have been received as of 4/30/24. 773 minor and 56 major referrals. 36% of the major referrals are from kindergarten. 23% of the minor referrals are from 5th grade, 43% from 4th grade, 6% from 3rd grade, 11% from 2nd grade, and 10% are from 1st grade. The data shows that there has been a decline in

physical conflict and breaking of general school rules but a increase in referrals related to social interaction which shows a decrease in the ability to empathize and show respect towards peers and staff.

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

Classified staff PD was mostly conducted during the school day. Since most of our staff is 7 hours, they attended PD during the Wednesday minimum days. Those that are less than 7 hours were compensated. The difference in material money allocation was due to all necessary resources and materials are included in Capturing Kids Hearts website for free.

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

Due to the number of kinder students receiving minor referrals, the data will be more closely analyzed to see what professional development and/or interventions, social skills development, and SEL lessons need to be implemented. An adjustment to the 4th grade staff is being made to support students from 3rd to 4th grade. We will be analyzing the changes we see in referral and behavior data. The Equity Lead will provide more support and coaching to teachers during class time and time will be devoted to staff and grade level meetings to develop a deeper understanding.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Two Bunch Palms Elementary School will increase the percent of students proficient in ELA and Math through local and state measures, increase the use of technology within best first instruction practices and intervention, and continue curricular development and implementation to align with the full rigor of the Common Core State Standards and the Next Generation Science Standards.

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

According to the 2023 CA School Dashboard, TBPS's overall school performance is at the Low-performance level in ELA and Math. TBP's overall score is 57.1 points below standard in ELA and we are 63 points below standard in Math. These scores declined from the 2022/2023 school year and demonstrate a need to focus on continuous improvement in both first instruction and intervention support in both subjects.

TBP has a population of approximately 37% English Learners. 44.1% of our EL students progressed at least on ELPI level. In ELA, our ELs are 107.5 points below standard, compared to all students, who are 62.1 points below standard. In math, our ELs are 96.2 points below standard, compared to all students, who are 68.1 points below standard. These scores demonstrate that we are closing the gap with our English Learners when compared to our all students. Our Reclassified English learners are 11.8 points above standard in ELA and 5.2 points below standard in Math. Our RFEP students are performing better than all of our other subgroups. In the Spring of 2024, we reclassified 13 EL students as Fluent English Proficient. We believe these scores indicate that our current ELD program is working.

SBAC test results from Spring 2023:
(Results show the percentage of students who scored "Nearly Met" or " Exceeds" Standards)
ELA
3rd   23%
4th   24%
5th   36%
Math
3rd   31.2%
4th   24%
5th   16.2%

STAR test from the WInter Benchmark 2024
(Results show the percentage of students who scored at or above district proficiency

Reading
3rd   38%
4th   30%
5th   22%
Math
3rd   40%
4th   34%
5th   38%

2023 SBAC data, along with current local interim benchmark data, indicate that significant improvement is needed in ELA and Math, for all significant subgroups. The strategies and activities outlined below are focused on increasing student achievement for all students while paying particular attention to the SWD and white subgroup students, as identified in the Winter 2024 ATSI meeting. Although most student groups have improved in Star test results through the 2023-24 academic year, student group placements will likely remain in the low-status levels.

Data collected from teachers shows that teachers are struggling with small-group reading instruction and using data to make informed instructional decisions. Professional development is needed on how to analyze data and plan strategic whole and small group instruction at students' instructional level that is engaging and encourages students to be engaged and think critically.

In summary, the SBAC and STAR assessment data show that we need to continue to provide standards-based instruction and reading and math that meets the needs of students based on assessment data. Due to the number of students in all grades that remain below standard in ELA., specifically, our SWD subgroup, a focus for PD, coaching, and collaboration will be on best first instruction and targeted skills-based small group instruction. The focus of this collaboration will be to discuss strategies and materials to be used during both whole-group and small-group reading instruction. Additionally, our Instructional Coach and Literacy Coach will continue to support teachers with appropriate reading strategies and next steps after analyzing data. Due to the number of students in all grades that remain below standard in Math., specifically our SWD and students in our white subgroup, a focus for PD, coaching, and collaboration will be on continuing our work on Conceptual Math Strategies, Math Routines, and the Launch, Explore, and Summary and focus on planning lessons and looking at data to create cohesive long-range plans versus planning unit by unit.

Fall 2024 Data:
STAR test from the Fall Benchmark 2024
(Results show the percentage of students who scored at or above district proficiency
Reading

	All Students	EL subgroup	SWD subgroup
3rd	40%	24%	25%
4th	38%	18%	21%
5th	32%	8%	0%

Math

	All Students	EL subgroup	SWD subgroup
3rd	31%	11%	37%
4th	46%	30%	24%
5th	34%	24%	6%

These results reveal that both EL and SPED students are underperforming in reading and math compared to the overall student population. The majority of EL students in need of urgent intervention do not have IEPs, pointing to the need for differentiated instruction that addresses language barriers and academic challenges.

Addressing the academic performance and language development needs of our EL and SPED students will require a multifaceted approach. By focusing on high-quality professional development, strengthening language support, engaging families, and addressing attendance concerns, we will improve both the academic achievement and language proficiency of these students.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

Metric/Indicator:

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL) 41.2 points below
English Learners (EL) 38.9 points below
Hispanic (Hisp) 39.3 points below
African American (AA) Less than 11 students
Socioeconomically Disadvantaged (SED) 40.4 points below
Students with Disabilities (SWD) 118.9 points below

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	57.1 points below standard	Decreased Significantly -15.9 points
EL	Orange	66.4 points below standard	Decreased Significantly -27.5 points
Hisp	Orange	58.4 points below standard	Decreased Significantly -19.1 points
AA			Less than 11 Students
SED	Orange	57.1 points below standard	Decreased Significantly -16.7 points
SWD	Red	135.2 points below standard	Decreased Significantly -16.2 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Yellow	54.1 points below standard	+3 points
EL	Yellow	63.4 points below standard	+3 points
Hisp	Yellow	55.4 points below standard	+3 points
AA			Less than 11 Students
SED	Yellow	54.1 points below standard	+3 points
SWD	Orange	133.2 points below standard	+3 points

Metric/Indicator:

California School Dashboard - Academic Indicator for Mathematics
All Students (ALL) 58.1 points below
English Learners (EL) 57.4 points below
Hispanic (Hisp) 55.2 points below
African American (AA) Less than 11 students
Socioeconomically Disadvantaged (SED) 58.4 points below
Students with Disabilities (SWD) 131.9 points below

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	63 points below standard	Decreased - 4.9 points
EL	Orange	59.9 points below standard	Maintained - 2.5 points
Hisp	Orange	61.5 points below standard	Decreased - 6.3 points
AA			Less than 11 Students
SED	Orange	63.5 points below standard	Decreased - 5.1 points
SWD	Red	145.4 points below standard	Decreased - 13.6 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Yellow	60 points below standard	+3 points
EL	Yellow	56.9 points below standard	+3 points
Hisp	Yellow	58.5 points below standard	+3 points
SED	Yellow	60.5 points below standard	+3 points
SWD	Orange	142.4 points below standard	+3 points

Metric/Indicator	**Baseline**	**Expected Outcome**
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 -16.24%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 19.24%
California School Dashboard – English Learner Progress Indicator (ELPI)	(see table below)	(see table below)
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 6.6%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Maintain at least 10%
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. All Students (ALL) - 32.46% English Learners (EL)-14.29% Hispanic (Hisp)-25.74% African American (AA)-N/A Socioeconomically Disadvantaged (SED)- 24.77% Students with Disabilities (SWD) -N/A	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - increase by at last 3 points to 35.46%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance. TBP met all compliance requirements in the 2021-22 school year (review conducted in August 2022).	Williams Textbook/Materials Compliance - Maintain compliance

Baseline (ELPI):

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	44.1%	

Expected Outcome (ELPI):

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	44.1 points above standard	+2 points

Planned Strategies/Activities

Strategy/Activity 1

Through the use of online subscriptions, materials, and supplies, students will have more equitable access to materials in language arts and math that will support the academic success of all as measured by district STAR benchmarks and CASSPP data.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software licenses and program fees for student access

Amount	10,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software licenses and program fees for student access

Amount	15,858
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental supplies and Technology

Amount	2,941
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental supplies and Technology

Strategy/Activity 2

To achieve enhanced support for EL students and interventions, with an emphasis on ELA. The Paraprofessional-Bilingual paraprofessionals will offer instructional assistance. Focus will be on building academic language and literacy skills. Progress will be monitored by EL student performance on local and state assessments, including ELPAC and CAASPP.

Students to be Served by this Strategy/Activity

X English Learner

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	59,962
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional aides salaries

Amount	42,783
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional aides benefits

Strategy/Activity 3

Through the use of extended day intervention programs to support student academic needs, focusing on literacy and math programs tailored to student performance data from local and district assessments, we can address the diverse learning needs of students, including English Learners, the white subgroup, Students with Disabilities (SWD), and academically delayed students identified through Student Success Team (SST) processes.

By implementing targeted extended-day intervention programs utilizing literacy data and results from the English Language Proficiency Assessments for California (ELPAC), we can provide additional support to students who require it most, ensuring equitable access to resources and opportunities for academic growth.

Specifically, extended day tutoring sessions before and/or after school will concentrate on math, reading, and writing, addressing areas where students may require additional assistance to strengthen their skills and improve academic performance.

This initiative will be funded by the district's Expanded Learning program.

Progress will be measured by student academic performance improvement based on local and state assessment results.

Students to be Served by this Strategy/Activity

X   English Learner

X   Students with Disabilities

X   Specific Student Groups:
     white subgroup

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended Day Intervention - hourly certificated salary

Amount	0
Source	None Specified
Budget Reference	3000-3999: Employee Benefits
Description	Extended Day Intervention - hourly certificated benefits

Strategy/Activity 4

Through daily 60 minutes of small group reading support from their classroom teacher, supplemented by additional support as needed from the Intervention Teacher and Paraprofessionals for those students with the greatest need, we can ensure that every student receives personalized attention to enhance their literacy skills.

Moreover, by providing support to teachers in small group reading strategies through administrator guidance and assistance from the district-provided Instructional Coach, Literacy Coach, and Reading Intervention teacher, we can empower educators to deliver effective instruction tailored to the diverse needs of their students.

This comprehensive approach to literacy support not only fosters academic growth among all students but also ensures that those requiring additional assistance receive targeted intervention to address their specific needs. Through collaborative efforts between teachers, support staff, administrators, and district resources, we can create a supportive learning environment where every student has the opportunity to excel in reading and beyond.

Progress will be monitored by student performance improvement on state and local assessments, including CAASPP and ELPAC.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Paraprofessional Aide - District funded

Amount	0
Description	Paraprofessional Aide - District funded

Strategy/Activity 5

Our professional development is designed to enhance instructional practices to meet and exceed academic standards, increase instructional rigor, and address the diverse needs of all students. This will be achieved through participation in conferences and hosting on-site consultants, selected to align with our educational goals. Classified and Certificated staff will engage in professional development on new strategies and resources, fostering a culture of continuous improvement and collaboration.

Priority Areas for Professional Development Growth

Professional Learning Communities (PLCs): Facilitating effective collaboration among educators to share best practices and improve student outcomes. Implementing regular meetings focused on data-driven instruction and collective problem-solving. Enhancing teacher expertise and utilization of Research-Based Strategies to Support English Learners (ELs) and Students with Disabilities; Providing resources and tools to effectively support language acquisition and content mastery.

Multi-Tiered Systems of Supports (MTSS) Framework: Deepening understanding of MTSS to provide targeted support across academic, behavioral, and social-emotional domains; Implementing tiered interventions to address diverse student needs.

Science of Reading: Expanding knowledge of evidence-based reading instruction methods and applying the latest research to improve literacy outcomes for all students.

Data Analysis Meetings: Providing release time for teachers and support personnel to engage in data analysis meetings; Allowing educators to gain insights into student performance trends and collaborate on targeted strategies to address student needs.

Offering opportunities for educators to attend conferences focused on student achievement.
Ensuring educators stay updated on best practices and innovative approaches to instruction.
Peer Coaching and Observations:

Providing release time for teachers to engage in peer coaching through observation of their colleagues.
Facilitating dedicated time for feedback, reflection, and action planning.

Monitoring Metrics

The effectiveness of the professional development initiatives will be assessed using the following metrics:

Attendance:
Tracking teacher participation in professional development days dedicated to these growth areas.
Ensuring high levels of engagement and attendance in both external conferences and on-site training sessions.
Creation and Application of Essential Standards and Common Assessments:

Measuring the development and implementation of essential standards and common assessments within PLCs.
Evaluating the alignment of these standards and assessments with instructional goals and student needs.
Analysis of STAR Benchmark Data:

Monitoring student proficiency progress through regular analysis of STAR benchmark data.
Using data to inform instructional adjustments and measure the impact of professional development on student outcomes.
Conclusion

By offering comprehensive professional development opportunities and dedicated release time for data analysis, peer coaching, and attendance at conferences, we empower educators with the knowledge and skills necessary to effectively support student success. This multifaceted approach supports ongoing professional growth, promotes collaboration, and enhances teaching practices, ultimately benefiting student learning outcomes. Through continuous monitoring and assessment, we will ensure that our professional development efforts are aligned with our goals and are effectively contributing to the improvement of instructional practices and student achievement.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	13,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly teacher pay for extra duty assignments (i.e. non-SES tutoring)

Amount	3,259
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Amount	5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences for PD

Amount	7,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Subs for release time
Amount	1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for SWD
Amount	5,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries
Amount	673
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes
Amount	6,500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness
Amount	1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for EL students

Strategy/Activity 6

To motivate and reward students for their active involvement and achievements, we will allocate resources for instructional supplies and provide incentives for various aspects of student engagement and improvement, including reading participation, survey participation (such as Panorama surveys and CKH surveys), attendance improvement, and academic progress.
Incentivize students to provide valuable feedback through surveys, contributing to school improvement efforts.
Metrics:
Track the completion rates of Panorama and CKH surveys.
Analyze survey data to identify areas of improvement and measure the impact of student feedback on school policies and practices.
Attendance Improvement Incentives:

Promote regular attendance, which is crucial for student success and academic achievement.
Metrics:
Monitor attendance records to identify improvements in student attendance rates.
Evaluate the correlation between attendance incentives and overall academic performance.

Academic Progress Incentives:

Recognize and celebrate students' efforts and achievements in their academic journey.
Metrics:
Track academic progress through grades, standardized test scores, and other assessments.
Record the number of students receiving academic progress incentives and their subsequent performance improvements.
Community Involvement

The TBP PTG's funding support for a majority of these incentives underscores the importance of community involvement and partnership in fostering a positive and supportive school environment.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source

LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Incentives and prizes

Strategy/Activity 7

By allocate funding for reading books for school and classroom libraries, we can enhance literacy engagement among students by providing them with access to a diverse range of books to read at home and expand their classroom libraries.
By investing in books that resonate with our particular subgroups and diverse community, we ensure that students have access to literature that reflects their backgrounds, experiences, and interests. This not only promotes cultural relevance and representation but also fosters a sense of belonging and identity among students.

Funded by Library grant

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	Specific Student Groups: African American, Gender-neutral.

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, librarian

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Books at various levels for library to increase access for students.

Strategy/Activity 8

Through motivational assemblies and inviting speakers focused on academic success and fostering a positive student and staff culture, we can inspire and empower our school community to strive for excellence and cultivate a supportive environment.

By partnering with the TBP PTG to fund these assemblies, we can provide valuable opportunities for students and staff to engage with motivational speakers who share insights, stories, and strategies for achieving academic success and maintaining a positive school culture. These assemblies serve as platforms for fostering a sense of belonging, boosting morale, and reinforcing the importance of academic achievement and personal growth.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount   0

Source   None Specified

Strategy/Activity 9

The Office Technician-Bilingual will collaborate directly with administration (outside of the front office) to oversee student databases (such as Synergy, Renaissance Analytics, Panorama Survey data, ESGI, etc.), we can ensure effective management of data crucial for monitoring student achievement and teacher effectiveness in instructional and intervention programs.

This Office Technician will play a vital role in providing data to administration, enabling them to make informed decisions to support student success and improve teaching practices. Special attention will be given to students with disabilities, white subgroup, and other significant subgroups identified under the Additional Targeted Support and Improvement (ATSI) designation.

By focusing on data management and analysis related to student achievement and teacher effectiveness, this position will facilitate the identification of trends, areas for improvement, and successful strategies, ultimately enhancing the educational experience for all students, particularly those who may require additional support.

Progress will be measured by Panorama Survey data, attendance data, phone logs, parent event flyers, meeting agendas

Students to be Served by this Strategy/Activity

X   English Learner

X   Foster Youth

X   Low Income

| X | Students with Disabilities |
| X | Specific Student Groups: white subgroup |

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	37,997
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Office Technician - Bilingual

Amount	33,486
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Office Technician - Bilingual

Strategy/Activity 10

Through additional behavior support for tier 2/3 students who struggle to meet schoolwide expectations and disrupt the learning environment, we can effectively address behavior issues and support overall student learning. By targeting the goals identified through the data-based MTSS process to address the functions of the behavior, we can tailor opportunities for learning positive behavior skills to meet student needs. This includes focusing on proactive social skills during classroom and recess activities.

Progress will be measured by PBIS Rewards data (referrals and points), Tier 2 behavior tracking data, suspension data, and Tier 2/3 Meeting Agendas

Students to be Served by this Strategy/Activity

| X | All |

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, District Intervention Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	17,853
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Para Behavior

Amount	16,118
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for Para Behavior

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Two Bunch Palms is dedicated to increasing opportunities for the community and families in partnership with the school to support achievement for all students. This includes a focused effort to close the achievement gap, providing parent education (to all students, and particularly to parents of SWD) that is meaningful in promoting their support and effort toward increasing student achievement, creating opportunities for parents and families to become involved in their child's education, and finally, developing the capacity for parents and students to be knowledgeable about and to function in a diverse community effectively.

Two Bunch Palms Elementary's goal is for all students to attend school each day. For the 2024-2025 school year, Two Bunch Palms will increase annual attendance rates to meet or exceed the district goal.

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

TBP has historically had low parent turnout for parenting classes. During the 2023-24 school year, we held a series of classes and Coffee Chats with the principal. For each, we had about seven parents who attended consistently, despite multiple messages posted on ParentSquare and in our weekly newsletter. During the 2023-2024 school year, the Family and Community Engagement (FACE) Specialist took the position as our behavior para and the position has not yet been filled. Our family nights that involve parents with their children have traditionally been well attended, however, this year attendance has decreased substantially. Our Fall Festival was well attended, however, our Movie Night has less attendance than in the past and our Spring Festival had to be cancelled due to lack of volunteers.

TBP has a high absenteeism rate. Part of our focus on parents is to connect parents with the school so that they pass that message on to students, thereby increasing student attendance. Several systems have continued in 2023-2024 that have increased attendance, specifically the reduction of students with chronic absenteeism.

The TBP SpEd teachers and IEP Specialist are diligent about attendance at IEP meetings and eventually get all parents to attend. Zoom has continued to be an option for parents to attend and will continue for next year.

As a result of having our community liaison, office tech, and FACE specialist focused on attendance and family engagement, we have identified some needs specific to our white subgroup and students with disabilities. These subgroups have a higher proportion of single-father households and/or housing and food insecurities than our other subgroups. Our community liaison and office tech are working on gathering community and district resources to support these families while providing education and support.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 103 families responded	Parent Participation in Stakeholder Input Processes - 200 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) - 94% Hispanic (Hisp) - 94%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 97%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - maintain 100%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site -95%.	Number of Parent Attendees attending 1 or more site/parent center sponsored events: 98%

Planned Strategies/Activities

Strategy/Activity 1

Community Liaison will work to increase parent and community collaboration and improve attendance rates, particularly focusing on bridging the "connectedness gap" for Students with Disabilities (SWD), and the white and African American subgroups. We can enhance engagement and support for these students and their families. The Community Liaison will play a crucial role in establishing and nurturing relationships with parents of SWD and the white and African American subgroups through personal contact and attendance at engagement activities. By actively reaching out to families, the liaison will serve as a bridge between the school and the community, fostering trust, communication, and mutual understanding. Through targeted outreach efforts and attendance at engagement activities, the liaison will work to address barriers to attendance and participation faced by SWD families and the white and African American subgroups. By providing support, resources, and encouragement, the liaison will empower parents to become more involved in their child's education and increase their sense of connectedness with the school community.

By improving parent and community collaboration and addressing attendance challenges, particularly among SWD, and the white and African American subgroup families, the Community Liaison will contribute to creating a more inclusive and supportive school environment where all students have the opportunity to thrive academically and socially.

The metrics to evaluate the effectiveness of the Community Liaison will be:
Panorama Data
Attendance Data
Parent Events

Students to be Served by this Strategy/Activity

X   Students with Disabilities

X   All

X   Specific Student Groups:
White and African American subgroups

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	47,636
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	School Community Liaison Salary
Amount	36,718
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	School Community Liaison Benefits

Strategy/Activity 2

By allocating funds to increase parent and community collaboration through workshops, direct parent contact, and community events such as Coffee Chats, Strengthening Families, Empowering Parents, Triple P, Parent Academy, and District Parent Engagement workshops, we can foster stronger connections between families, schools, and the community, ultimately enhancing student success and well-being.

By organizing workshops and events focused on Social-Emotional Learning (SEL) and behavior management, we can provide valuable resources and support to parents, empowering them to reinforce SEL skills and positive behaviors at home. These workshops may include guest speakers, meetings, and interactive sessions aimed at equipping parents with strategies and tools to promote their children's emotional health and social skills development.

Additionally, providing books on topics related to SEL and behavior management to parents further supports their efforts to create nurturing and supportive home environments. These resources serve as valuable guides and references, empowering parents with knowledge and insights to effectively address their children's social-emotional needs.

Through these initiatives, we aim to strengthen the partnership between home and school, fostering a collaborative approach to supporting students' social-emotional development and academic success. By investing in parent and community collaboration, we create a supportive network that promotes the holistic well-being of our students and contributes to a positive school climate.

Progress will be measured by Workshop flyers, attendance sheets, parent survey data

Students to be Served by this Strategy/Activity

X	Students with Disabilities
X	All
X	Specific Student Groups: White and African American subgroup

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Teachers, FACE Specialist, Community liaison

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for certificated staff to support parent workshops and events

Amount	127
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for certificated staff to support parent workshops and events

Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for classified staff to support parent workshops and events

Amount	69
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for classified staff to support parent workshops and events

Amount	1,198
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Parent meeting supplies

Strategy/Activity 3

By continuing a bilingual weekly newsletter, we can enhance parent and community collaboration by providing timely and relevant information in a format accessible to all families. This newsletter will serve as a communication tool to keep parents informed about school events, activities, important dates, and opportunities for involvement. By offering the newsletter in both English and automatically translated to the language of the reader's choice, we ensure that all families, including those with limited English proficiency, can stay informed and engaged. Moreover, the bilingual newsletter will facilitate communication between the school and parents, fostering transparency, trust, and a sense of partnership in the educational process. It will provide a platform for sharing updates on student progress, academic initiatives, and resources available to support student learning and development. By promoting parent and community collaboration through a bilingual weekly newsletter, we can strengthen the connection between home and school, enhance parental involvement, and ultimately, contribute to improved student outcomes and a more inclusive school community.

Progress will be measured by SMORE Analytics data.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, FACE Specialist,Office Tech, Attendance community liaison

Proposed Expenditures for this Strategy/Activity

Amount	1,360
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SMORE Subscription to create and publish newsletter

Strategy/Activity 4

By prioritizing focused attention on Special Education students and the White and African American subgroups to ensure their sense of school connectedness and safety, we can create a more inclusive and supportive learning environment for all students.

Monitoring Social-Emotional Learning (SEL) lessons and Positive Behavior Interventions and Supports (PBIS) referrals allows us to identify at-risk students and provide timely support and intervention. By tracking data related to SEL lessons and PBIS referrals, we can gather valuable insights into students' social-emotional well-being and behavioral patterns.

Providing data reports to administrators and the school counselor enables targeted follow-up and support for at-risk students, including those in Special Education and the White and African American subgroups. This proactive approach allows us to address concerns promptly and implement strategies to enhance students' sense of connectedness and safety at school. By prioritizing the needs of Special Education students and the White White and African American subgroups and proactively monitoring SEL, Panorama Survey, and PBIS data, we demonstrate our commitment to creating an inclusive and supportive school community where all students feel valued, supported, and safe. This focused attention contributes to improved student outcomes and a positive school climate for everyone.

Progress will be measured by Panorama Survey data and data collected through student interviews.

Students to be Served by this Strategy/Activity

X	Students with Disabilities

X	Specific Student Groups: White and African American subgroups

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Counselor, Mental Health Therapist, Paraprofessional Behavior, SpEd Teachers.

Proposed Expenditures for this Strategy/Activity

Amount
0

Description
Accomplished as a job duty of the office technician-bilingual, behavior para, and counselor. No cost associated.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Two Bunch Palms Elementary School's goal is to reduce the number of behavioral incidents on campus, leading to a safe learning environment for all students. Behavioral incidents include but are not limited to bullying, physical altercations, and disrespectful behavior towards adults and students. In addition, TBP has set a goal of meeting or exceeding the district's attendance rate. TBP is currently at 90.4%.

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

According to the WInter 2024 Panorama Survey data, we need to increase our students' perception of school connectedness and school safety. Increasing these measures will help increase attendance (reduce chronic absenteeism). Through the full implementation of PBIS and the efforts of our Tier 2 / Tier 3 team and our Attendance Team, we have. significantly reduced our suspension rate. Throughout the 2024-25 school year, we will continue to monitor our referral and suspension data strive to create a greater sense of school connectedness and continue to reduce suspensions. Our White subgroup is in ATSI due to a red level in chronic absenteeism and a yellow level in suspensions on the CA Dashboard. Current data shows chronic absenteeism at 36.8% for all students (improved by 11.8%) and 63.4% for our white subgroup (improved by 2%). Although we have improved our attendance during the 23/24 school year, TBP still has a high absenteeism rate. Chronic absenteeism has been a focus during the past 2 years and will continue to be a focus in 2024-2025.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 87.55%	Student Attendance Rates All Students (ALL) - 95%

Metric/Indicator	Baseline				Expected Outcome			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	48.6% Chronically Absent	Declined - 2.1	All	Yellow	48.1% Chronically Absent	Declined -0.5
					EL	Yellow	43.7% Chronically Absent	Declined -0.5

Metric/Indicator	Baseline	Expected Outcome

Metric/Indicator

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline

EL	Orange	44.3% Chronically Absent	Declined - 1.7
Hisp	Orange	47.2% Chronically Absent	Declined - 2.2
AA		55.2% Chronically Absent	Declined - 9.8
SED	Orange	48.5% Chronically Absent	Declined - 2.4
SWD	Orange	54.8% Chronically Absent	Declined - 7.1

Expected Outcome

Hisp	Yellow	46.8% Chronically Absent	Declined -0.5
AA		54.8% Chronically Absent	Declined -0.5
SED	Yellow	48.0% Chronically Absent	Declined -0.5
SWD	Yellow	54.3% Chronically Absent	Declined -0.5

St. Group	Color	DFS/Percentage	Change
All	Green	1.1% suspended at least one day	Declined - 0.4
EL	Yellow	0.7% suspended at least one day	Increased 0.3
Hisp	Green	0.7% suspended at least one day	Declined - 0.4
AA		5.9% suspended at least one day	Increased 1.3
SED	Green	1.2% suspended at least one day	Declined - 0.5
SWD	Green	2.1% suspended at least one day	Declined - 0.7

St. Group	Color	DFS/Percentage	Change
All	Blue	0.8% suspended at least one day	Declined - 0.3%
EL	Green	0.4% suspended at least one day	Declined - 0.3%
Hisp	Blue	0.4% suspended at least one day	Declined - 0.3%
AA		5.5% suspended at least one day	Declined - 0.3%
SED	Blue	0.9% suspended at least one day	Declined - 0.3%
SWD	Blue	1.8% suspended at least one day	Declined - 0.3%

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

Family School Safety via Panorama Family Climate Survey
All Students (ALL): TBP: 60% Dist avg: 66%.
Family Members: TBP: 93% Dist. avg: 94%.
English Learner (EL): 63% Dist avg: 65%
Hispanic (Hisp): TBP: 62%, Dist avg: 67%
African American (AA): TBP: 51%, Dist avg: 59%
Socioeconomically Disadvantaged (SED) TBP: 60%, Dist avg: 65%
Students with Disabilities (SWD): TBP: 52%, Dist avg: 59%.

Panorama Survey - School Safety
All students: 66% TBP will meet or exceed the district average in all subgroups.
EL 65%
AA 59%
Hisp 67%
SED 65%

For our AA students and SWD, TBP is significantly below the district average. Special focus will be spent with AA students and SWD to ensure that they are getting full exposure to the SEL curriculum, and that issues that affect their sense safety at the school are addressed by admin, counseling and mental health staff.

Metric/Indicator	**Baseline**	**Expected Outcome**
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates: 0 All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0 Socioeconomically Disadvantaged (SED) - 0 Students with Disabilities (SWD)- 0	Expulsion Rates - We expect to have zero expulsions in 2024-25 All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Connectedness All Students (ALL) 75% English Learner (EL) 73% Hispanic (Hisp) 76% African American (AA) 78%	Panorama Survey – School Connectedness All Students (ALL) 80% English Learner (EL) 78% Hispanic (Hisp) 81% African American (AA) 83%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) 60% English Learner (EL) 63% Hispanic (Hisp) 59% African American (AA) 71%	Panorama Survey – School Safety All Students (ALL) 65% English Learner (EL) 68% Hispanic (Hisp) 64% African American (AA) 76%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Maintain compliance with zero negative findings.	Williams Facilities Inspection Results - Maintain compliance with zero negative findings.

Planned Strategies/Activities

Strategy/Activity 1

By continuing to refine Tier 1, 2, and 3 components of the TBP MTSS model, which involves developing systemic behavioral management plans and utilizing various models such as Capturing Kids Heart, Pyramid of Success, and the Second Step curriculum, then we can enhance the support provided to all students, ensuring their academic and social-emotional needs are met effectively.

By refining Tier 1 interventions, including the implementation of programs like Capturing Kids Heart, Pyramid of Success, and the Second Step curriculum, we create a positive and supportive school environment conducive to learning. These initiatives foster a sense of belonging and promote positive behavior among all students.

In Tier 2, interventions target students at risk of behavioral or academic challenges. Continuously developing systemic behavioral management plans ensures early identification and support for these students, preventing issues from escalating and promoting their success in school.
For Tier 3, which involves intensive interventions for students with significant needs, ongoing refinement of behavioral management plans and personalized support is crucial. This ensures that individual student needs are addressed comprehensively, leading to improved outcomes and well-being.
Utilizing programs such as Synergy and PBIS Rewards for data collection and analysis allows us to track student behavior and progress systematically. This data-driven approach enables informed decision-making and targeted interventions, optimizing student support within the MTSS framework.

Conferences for administrators, teachers, and support staff provide opportunities for professional development and collaboration. By attending these conferences, educators stay updated on best practices and research-based interventions, enhancing their ability to support student success effectively.

Furthermore, the TBP PTG's purchase of incentives for the Hop Shop (our schoolwide incentive program) reinforces positive behavior and academic achievement among students. These incentives serve as motivators, promoting a positive school climate and encouraging student engagement in desired behaviors and academic efforts.

Overall, by continuing to refine Tier 1, 2, and 3 components of the TBP MTSS model, utilizing data-driven practices, and fostering collaboration through conferences, we can create an inclusive and supportive school environment where all students have the opportunity to thrive academically and socially.

Progress will be measured by student and staff CKH surveys, Panorama Survey data, PBIS referral, and points data, and suspension data will be utilized to monitor progress.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Principal,
Assistant Principal, School Psychologist, Counselor, Teachers, School Safety Team, Tier 2/3 team, Behavior Para

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Materials
Amount	1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences

Strategy/Activity 2

By utilizing the Sprigeo reporting system to allow for anonymous reporting of bullying incidents on campus, we can create a safe and supportive environment where students feel empowered to report concerns without fear of retaliation.

Progress will be monitored by Sprigeo data.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024 -6/30/2025

Person(s) Responsible

Principal,
Assistant Principal, Teachers,
School Safety Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost associated.

Strategy/Activity 3

By developing and implementing instructional sequences to provide character-building and social skills instruction using materials such as Capturing Kids Hearts, Pyramid of Success, and Second Step, we can enhance students' social-emotional development and promote a positive school climate.

By integrating these materials into instructional sequences, we provide structured opportunities for students to learn essential character traits and social skills. Capturing Kids Hearts emphasizes building positive relationships and fostering a caring classroom environment, while the Pyramid of Success instills principles of character development and personal growth. Second Step focuses on teaching social-emotional skills such as empathy, problem-solving, and emotion management. Training for the above programs ensures that educators are equipped with the knowledge and skills necessary to effectively implement these instructional sequences. Through professional development workshops and ongoing support, teachers gain insights into best practices for delivering character-building and social skills instruction and learn how to integrate these materials seamlessly into their lessons.

As a result, students benefit from a comprehensive approach to social-emotional learning that addresses their developmental needs and prepares them for success in school and beyond. By fostering positive character traits and social skills, we create a supportive learning environment where students feel valued, respected, and empowered to reach their full potential.

Progress will be monitored by SEL lessons plans, TBP SEL lesson sequence document, teacher observations, referral and suspension data.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal
Assistant Principal, all Teachers, all Supervision Aides, Playworks Coach, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional development additional hours certificated

Amount	1,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Professional development additional hours classified

Strategy/Activity 4

By providing supervision and positive behavior support to all students, we can create a safe and inclusive school environment where students feel supported, respected, and empowered to succeed. Supervision ensures that students are monitored and supported throughout the school day, on the playgrounds, in common areas, and during transitions. This proactive approach helps prevent incidents, promotes safety, and fosters a sense of security among students.

Positive behavior support involves implementing strategies and interventions that promote positive behaviors and address challenging behaviors in a proactive and constructive manner. By establishing clear expectations, teaching and modeling appropriate behaviors, and providing reinforcement and praise for desired behaviors, we can create a positive school climate conducive to learning.

Through supervision and positive behavior support, we demonstrate our commitment to meeting the social-emotional and behavioral needs of all students. By fostering a supportive and respectful environment, we empower students to develop self-discipline, self-regulation, and interpersonal skills essential for success in school and in life.

Progress will be monitored by referral and suspension data and PBIS Rewarsd data to monitor the impact of this item.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024 -6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Supervision Aides

Proposed Expenditures for this Strategy/Activity

Amount	31,754
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Supervision Aides

Amount	12,852
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Description	Benefits for Supervision Aides

Strategy/Activity 5

By continuing to include a Mental Health therapist, counselor, and Social Worker in the menu of support available to all students at TBP, we can enhance the mental health and well-being of our school community, ensuring that students have access to the support they need to thrive academically and emotionally. The Mental Health therapist, counselor, and Social worker will provide valuable counseling and support services to students, addressing a range of mental health concerns and providing coping strategies to help students manage stress, anxiety, and other emotional challenges. By offering these services on campus, we make mental health support more accessible and reduce barriers to accessing care.

To facilitate referrals to the Mental Health therapist and Social Worker, as well as other support services such as counseling and behavior para check-ins, a Google form referral will be available to parents, staff, and students for self-referral. This streamlined process ensures that students in need of support can easily access the resources they require.

The Mental Health Therapist and Social Worker will be paid from district funds, demonstrating a commitment to prioritizing the mental health and well-being of our students. Particular attention will be given to addressing the needs of vulnerable student populations, including Foster Youth, the white subgroup, Students with Disabilities (SWD), and homeless students. By tailoring support services to meet the specific needs of these populations, we can ensure that all students receive the support and resources necessary to succeed.

Progress will be monitored by TIer 2/3 Agenda, Counselor, Mental Health and Social Worker service records.

Students to be Served by this Strategy/Activity

X	Foster Youth
X	Students with Disabilities
X	Specific Student Groups: homeless, white subgroup

Timeline

7/1/2024 -6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Counselor

Proposed Expenditures for this Strategy/Activity

Description	No cost to site

Strategy/Activity 6

By investing in recess and playground improvements to expand our peaceful recess/Playworks program, we can reduce conflicts during recesses and enhance the focus on instruction and learning. Expanding the peaceful recess/Playworks program provides students with structured activities and positive play opportunities, fostering a more inclusive and supportive recess environment. By implementing strategies to promote cooperation, communication, and conflict resolution skills, we can reduce incidents of bullying and conflicts, creating a safer and more enjoyable recess experience for all students.

Investing in playground improvements further enhances the quality of the recess environment, providing students with safe and engaging play areas that encourage physical activity and social interaction. By creating inviting spaces with diverse play equipment and designated areas for different activities, we can cater to the varied interests and needs of our students, promoting active participation and reducing the likelihood of conflicts. A peaceful recess environment not only contributes to students' social-emotional well-being but also enhances their ability to transition back to the classroom and engage in learning activities with greater focus and readiness. By reducing disruptions and conflicts during recess, we create a more conducive learning environment, allowing teachers to maximize instructional time and promote academic achievement.

Progress will be measured by student and staff CKH surveys, Panorama Survey data, PBIS referral, and points data, and suspension data will be utilized to monitor progress.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024 -6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Playworks coach

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for playground

Strategy/Activity 7

As part of the Additional Targeted Support Improvement (ATSI) Plan, we will increase daily attendance and will decrease chronic absenteeism by targeting student groups (White subgroup) and other students in the moderate chronic and severe chronic absent range by developing and implementing a strategic positive attendance incentive program for students that are present and continue to strengthen the site's systematic intervention attendance program for students identified.

Progress will be monitored by attendance data and SART Meeting data.

Students to be Served by this Strategy/Activity

X | Specific Student Groups:
white subgroup

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, Office Tech, and Community Liaison

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Increase attendance by providing Saturday school options for attendance recovery as measured by monthly attendance reports

Students to be Served by this Strategy/Activity

X | All

Timeline

07/01/2024 - 06/30/2025

Person(s) Responsible

Teachers, Attendance Team, Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Wages and benefits for certificated staff
Amount	1,000

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Clerical support for Saturday School

Strategy/Activity 9

By attending conferences for administrators, teachers, and support staff to increase student and staff safety and fostering a safe and secure climate, we can enhance our ability to meet the diverse needs of our school community effectively. By seeking out conferences that specifically address the needs of protected class students, Students with Disabilities (SWD), managing trauma-related behaviors, and restorative practices, we ensure that our professional development efforts are targeted and relevant to the challenges faced by our students and staff. These conferences provide valuable opportunities for learning, networking, and professional growth. Attendees can gain insights into best practices, evidence-based interventions, and innovative approaches to promoting safety, well-being, and positive relationships within the school community.

To further support the implementation of equitable and restorative practices, the site Equity Lead will provide release time, coaching, and modeling for teachers in restorative practices and circles. This support ensures that educators have the guidance and resources needed to integrate equitable and restorative practices into their classrooms effectively.

By equipping administrators, teachers, and support staff with the knowledge and skills necessary to address the unique needs of protected class students and SWD, manage trauma-related behaviors, and implement restorative practices, we create a more inclusive and supportive school environment where all students feel valued, respected, and safe.

Progress will be measured by student and staff CKH surveys, Panorama Survey data, PBIS referral, and points data, and suspension data will be utilized to monitor progress.

Students to be Served by this Strategy/Activity

X	Students with Disabilities
X	All
X	Specific Student Groups: LGBTQ+, students that have experienced trauma,

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences

Strategy/Activity 10

The Paraprofessional Behavior is focused on positive behavior interventions aiming to support students who may be disrupting or eloping from the classroom, ensuring they receive the assistance they need to succeed academically and behaviorally. The Behavior Para will work directly with students in the classroom, providing support and guidance to redirect disruptive behaviors and facilitate their return to a focused learning environment. Additionally, they will offer short-term breaks when necessary, allowing students to regroup and return to the classroom ready to engage in learning activities. Implementing a check-in/check-out system will help monitor students' progress and ensure their continued presence and focus in the classroom. The Behavior Para will maintain regular communication with parents, updating them on their child's progress and behavior through Behavior SSTs, phone calls, emails, or texts.

In addition to supporting students, the Behavior Para will prioritize establishing connections with parents through conferences and regular communication. This collaborative approach aims to foster a sense of support and community, ensuring that parents feel involved and informed about their child's education and behavioral progress.

Funding for this position will be split between Title I and LCFF, with the LCFF portion specifically dedicated to supporting students during non-academic portions of the school day. This ensures that students receive consistent support across all aspects of their school experience, promoting their overall well-being and academic success.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

7/1/2024 -6/30/2025

Person(s) Responsible

Administration, District Intervention Coordinator, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	15,455
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Classified Salary

Amount	13,953

Source	LCFF

Budget Reference	3000-3999: Employee Benefits

Description	Classified Benefits

Strategy/Activity 11

By continuing training & developing schoolwide processes for Capturing Kids Hearts, we aim to enhance a positive learning environment while strengthening school connectedness, reducing discipline referrals, increasing attendance, decreasing negative behaviors, and improving academic performance. Using the CKH EXCEL teaching model, educators can create safe and effective learning environments, develop self-managing, high-performing classrooms, and utilize team-building skills and Social Contract techniques to address conflict, negative behavior, and disrespect issues.

This is the second year of this district-funded program, and district funds will continue to fund training and salaries.
The site will fund additional materials and supplies to supplement the basic training/coaching program the district provides.

Progress will be measured by PBIS Rewards data (referrals and points), and Panorama Survey data

Students to be Served by this Strategy/Activity

X	All

Timeline

7/01/2024- 6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Teachers, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	500

Source	Title I

Budget Reference	4000-4999: Books And Supplies

Description	Materials and supplies for implementation

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II

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

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Conscious Education Professional Development	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	$162,412
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$459,052.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	159,284	0.00
Title I Part A: Parent Involvement	3,127	0.00
LCFF	296,641	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	$159,284.00
Title I Part A: Parent Involvement	$3,127.00

Subtotal of additional federal funds included for this school: $162,411.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$296,641.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $296,641.00

Total of federal, state, and/or local funds for this school: $459,052.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	296,641.00
None Specified	0.00
Title I	159,284.00
Title I Part A: Parent Involvement	3,127.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	27,500.00
2000-2999: Classified Personnel Salaries	218,157.00
3000-3999: Employee Benefits	160,038.00
4000-4999: Books And Supplies	22,997.00
5000-5999: Services And Other Operating Expenditures	28,360.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	27,000.00
2000-2999: Classified Personnel Salaries	LCFF	139,842.00
3000-3999: Employee Benefits	LCFF	100,941.00
4000-4999: Books And Supplies	LCFF	18,358.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,500.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
3000-3999: Employee Benefits	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	500.00
2000-2999: Classified Personnel Salaries	Title I	77,815.00
3000-3999: Employee Benefits	Title I	59,028.00
4000-4999: Books And Supplies	Title I	3,441.00
5000-5999: Services And Other Operating Expenditures	Title I	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	69.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,198.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,360.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Denise Fenton	X				
Lindsay Garcia				X	
Natalee Manley		X			
Maria Herrera				X	
Viviana Sanchez			X		
Jennifer Benjume		X			
Katherine Angel				X	
Maria Gonzalez				X	
Breanna Sewell		X			
Kristine Gonzalez				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership Team

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 September 19, 2024.

Attested:

	Principal, Denise Fenton on October 11, 2024
	SSC Chairperson, Jennifer Benjume on October 11, 2024

Title I and LCFF Funded Program Evaluation

Goal #1:
Two Bunch Palms Elementary School will increase the percent of students proficient in ELA and Math through local and state measures, increase the use of technology within best first instruction practices and intervention, and continue curricular development and implementation to align with the full rigor of the Common Core State Standards and the Next Generation Science Standards.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Through the use of online subscriptions, materials, and supplies, students will have more equitable access to materials in language arts and math that will support the academic success of all as measured by district STAR benchmarks and CASSPP data.			
To achieve enhanced support for EL students and interventions, with an emphasis on ELA. The Paraprofessional-Bilingual paraprofessionals will offer instructional assistance. Focus will be on building academic language and literacy skills. Progress will be monitored by EL student performance on local and state assessments, including ELPAC and CAASPP.			
Through the use of extended day intervention programs to support student academic needs, focusing on literacy and math programs tailored to student performance data from local and district assessments, we can address the diverse learning needs of students, including English Learners, the white subgroup, Students with Disabilities (SWD), and academically delayed students identified through Student Success Team (SST) processes. By implementing targeted extended-day intervention programs utilizing literacy data and results from the English Language Proficiency Assessments for California (ELPAC), we can provide additional		.	

support to students who require it most, ensuring equitable access to resources and opportunities for academic growth. Specifically, extended day tutoring sessions before and/or after school will concentrate on math, reading, and writing, addressing areas where students may require additional assistance to strengthen their skills and improve academic performance. This initiative will be funded by the district's Expanded Learning program. Progress will be measured by student academic performance improvement based on local and state assessment results.			
Through daily 60 minutes of small group reading support from their classroom teacher, supplemented by additional support as needed from the Intervention Teacher and Paraprofessionals for those students with the greatest need, we can ensure that every student receives personalized attention to enhance their literacy skills. Moreover, by providing support to teachers in small group reading strategies through administrator guidance and assistance from the district-provided Instructional Coach, Literacy Coach, and Reading Intervention teacher, we can empower educators to deliver effective instruction tailored to the diverse needs of their students. This comprehensive approach to literacy support not only fosters academic growth among all students but also ensures that those requiring additional assistance receive targeted intervention to address their specific needs. Through collaborative efforts between teachers, support staff, administrators, and district resources, we can create a supportive learning environment where every student has the opportunity to excel in reading and beyond. Progress will be monitored by student performance improvement			

on state and local assessments, including CAASPP and ELPAC.			
Our professional development is designed to enhance instructional practices to meet and exceed academic standards, increase instructional rigor, and address the diverse needs of all students. This will be achieved through participation in conferences and hosting on-site consultants, selected to align with our educational goals. Classified and Certificated staff will engage in professional development on new strategies and resources, fostering a culture of continuous improvement and collaboration. Priority Areas for Professional Development Growth Professional Learning Communities (PLCs): Facilitating effective collaboration among educators to share best practices and improve student outcomes. Implementing regular meetings focused on data-driven instruction and collective problem-solving. Enhancing teacher expertise and utilization of Research-Based Strategies to Support English Learners (ELs) and Students with Disabilities; Providing resources and tools to effectively support language acquisition and content mastery. Multi-Tiered Systems of Supports (MTSS) Framework: Deepening understanding of MTSS to provide targeted support across academic, behavioral, and social-emotional domains; Implementing tiered interventions to address diverse student needs. Science of Reading: Expanding knowledge of evidence-based reading instruction methods and applying the latest research to improve literacy outcomes for all students. Data Analysis Meetings: Providing release time for teachers and support personnel to engage in data analysis meetings; Allowing educators to gain insights into student performance trends and collaborate on targeted strategies to address student needs.			

Offering opportunities for educators to attend conferences focused on student achievement. Ensuring educators stay updated on best practices and innovative approaches to instruction. Peer Coaching and Observations: Providing release time for teachers to engage in peer coaching through observation of their colleagues. Facilitating dedicated time for feedback, reflection, and action planning. Monitoring Metrics The effectiveness of the professional development initiatives will be assessed using the following metrics: Attendance: Tracking teacher participation in professional development days dedicated to these growth areas. Ensuring high levels of engagement and attendance in both external conferences and on-site training sessions. Creation and Application of Essential Standards and Common Assessments: Measuring the development and implementation of essential standards and common assessments within PLCs. Evaluating the alignment of these standards and assessments with instructional goals and student needs. Analysis of STAR Benchmark Data: Monitoring student proficiency progress through regular analysis of STAR benchmark data. Using data to inform instructional adjustments and measure the impact of professional development on student outcomes. Conclusion By offering comprehensive professional development opportunities and dedicated release time for data analysis, peer coaching, and attendance at conferences, we empower educators with the knowledge and skills necessary to effectively			

support student success. This multifaceted approach supports ongoing professional growth, promotes collaboration, and enhances teaching practices, ultimately benefiting student learning outcomes. Through continuous monitoring and assessment, we will ensure that our professional development efforts are aligned with our goals and are effectively contributing to the improvement of instructional practices and student achievement.			
To motivate and reward students for their active involvement and achievements, we will allocate resources for instructional supplies and provide incentives for various aspects of student engagement and improvement, including reading participation, survey participation (such as Panorama surveys and CKH surveys), attendance improvement, and academic progress. Incentivize students to provide valuable feedback through surveys, contributing to school improvement efforts. Metrics: Track the completion rates of Panorama and CKH surveys. Analyze survey data to identify areas of improvement and measure the impact of student feedback on school policies and practices. Attendance Improvement Incentives: Promote regular attendance, which is crucial for student success and academic achievement. Metrics: Monitor attendance records to identify improvements in student attendance rates. Evaluate the correlation between attendance incentives and overall academic performance. Academic Progress Incentives: Recognize and celebrate students' efforts and achievements in their academic journey. Metrics: Track academic progress through grades, standardized test scores, and other assessments.			

Record the number of students receiving academic progress incentives and their subsequent performance improvements. Community Involvement The TBP PTG's funding support for a majority of these incentives underscores the importance of community involvement and partnership in fostering a positive and supportive school environment.			
By allocate funding for reading books for school and classroom libraries, we can enhance literacy engagement among students by providing them with access to a diverse range of books to read at home and expand their classroom libraries. By investing in books that resonate with our particular subgroups and diverse community, we ensure that students have access to literature that reflects their backgrounds, experiences, and interests. This not only promotes cultural relevance and representation but also fosters a sense of belonging and identity among students. Funded by Library grant			
Through motivational assemblies and inviting speakers focused on academic success and fostering a positive student and staff culture, we can inspire and empower our school community to strive for excellence and cultivate a supportive environment. By partnering with the TBP PTG to fund these assemblies, we can provide valuable opportunities for students and staff to engage with motivational speakers who share insights, stories, and strategies for achieving academic success and maintaining a positive school culture. These assemblies serve as platforms for fostering a sense of belonging, boosting morale, and reinforcing the importance of academic achievement and personal growth.			
The Office Technician-Bilingual will collaborate directly with administration (outside of the front office) to oversee student databases (such as Synergy, Renaissance Analytics, Panorama Survey data,			

ESGI, etc.), we can ensure effective management of data crucial for monitoring student achievement and teacher effectiveness in instructional and intervention programs. This Office Technician will play a vital role in providing data to administration, enabling them to make informed decisions to support student success and improve teaching practices. Special attention will be given to students with disabilities, white subgroup, and other significant subgroups identified under the Additional Targeted Support and Improvement (ATSI) designation. By focusing on data management and analysis related to student achievement and teacher effectiveness, this position will facilitate the identification of trends, areas for improvement, and successful strategies, ultimately enhancing the educational experience for all students, particularly those who may require additional support. Progress will be measured by Panorama Survey data, attendance data, phone logs, parent event flyers, meeting agendas			
Through additional behavior support for tier 2/3 students who struggle to meet schoolwide expectations and disrupt the learning environment, we can effectively address behavior issues and support overall student learning. By targeting the goals identified through the data-based MTSS process to address the functions of the behavior, we can tailor opportunities for learning positive behavior skills to meet student needs. This includes focusing on proactive social skills during classroom and recess activities. Progress will be measured by PBIS Rewards data (referrals and points), Tier 2 behavior tracking data, suspension data, and Tier 2/3 Meeting Agendas			

Goal #2:

Two Bunch Palms is dedicated to increasing opportunities for the community and families in partnership with the school to support achievement for all students. This includes a focused effort to close the achievement gap, providing parent education (to all students, and particularly to parents of SWD) that is meaningful in promoting their support and effort toward increasing student achievement, creating opportunities for parents and families to become involved in their child's education, and finally, developing the capacity for parents and students to be knowledgeable about and to function in a diverse community effectively.

Two Bunch Palms Elementary's goal is for all students to attend school each day. For the 2024-2025 school year, Two Bunch Palms will increase annual attendance rates to meet or exceed the district goal.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Community Liaison will work to increase parent and community collaboration and improve attendance rates, particularly focusing on bridging the "connectedness gap" for Students with Disabilities (SWD), and the white and African American subgroups. We can enhance engagement and support for these students and their families. The Community Liaison will play a crucial role in establishing and nurturing relationships with parents of SWD and the white and African American subgroups through personal contact and attendance at engagement activities. By actively reaching out to families, the liaison will serve as a bridge between the school and the community, fostering trust, communication, and mutual understanding. Through targeted outreach efforts and attendance at engagement activities, the liaison will work to address barriers to attendance and participation faced by SWD families and the white and African American subgroups. By providing support, resources, and encouragement, the liaison will empower parents to become more involved in their child's education and increase their sense of connectedness with the school community. By improving parent and community collaboration and addressing attendance challenges, particularly among SWD, and the white and			

African American subgroup families, the Community Liaison will contribute to creating a more inclusive and supportive school environment where all students have the opportunity to thrive academically and socially. The metrics to evaluate the effectiveness of the Community Liaison will be: Panorama Data Attendance Data Parent Events			
By allocating funds to increase parent and community collaboration through workshops, direct parent contact, and community events such as Coffee Chats, Strengthening Families, Empowering Parents, Triple P, Parent Academy, and District Parent Engagement workshops, we can foster stronger connections between families, schools, and the community, ultimately enhancing student success and well-being. By organizing workshops and events focused on Social-Emotional Learning (SEL) and behavior management, we can provide valuable resources and support to parents, empowering them to reinforce SEL skills and positive behaviors at home. These workshops may include guest speakers, meetings, and interactive sessions aimed at equipping parents with strategies and tools to promote their children's emotional health and social skills development. Additionally, providing books on topics related to SEL and behavior management to parents further supports their efforts to create nurturing and supportive home environments. These resources serve as valuable guides and references, empowering parents with knowledge and insights to effectively address their children's social-emotional needs. Through these initiatives, we aim to strengthen the partnership between home and school, fostering a collaborative approach to supporting students' social-emotional development and academic			

success. By investing in parent and community collaboration, we create a supportive network that promotes the holistic well-being of our students and contributes to a positive school climate. Progress will be measured by Workshop flyers, attendance sheets, parent survey data			
By continuing a bilingual weekly newsletter, we can enhance parent and community collaboration by providing timely and relevant information in a format accessible to all families. This newsletter will serve as a communication tool to keep parents informed about school events, activities, important dates, and opportunities for involvement. By offering the newsletter in both English and automatically translated to the language of the reader's choice, we ensure that all families, including those with limited English proficiency, can stay informed and engaged. Moreover, the bilingual newsletter will facilitate communication between the school and parents, fostering transparency, trust, and a sense of partnership in the educational process. It will provide a platform for sharing updates on student progress, academic initiatives, and resources available to support student learning and development. By promoting parent and community collaboration through a bilingual weekly newsletter, we can strengthen the connection between home and school, enhance parental involvement, and ultimately, contribute to improved student outcomes and a more inclusive school community. Progress will be measured by SMORE Analytics data.			
By prioritizing focused attention on Special Education students and the White and African American subgroups to ensure their sense of school connectedness and safety, we can create a more inclusive and supportive learning environment for all students. Monitoring Social-Emotional Learning (SEL) lessons and Positive			

Behavior Interventions and Supports (PBIS) referrals allows us to identify at-risk students and provide timely support and intervention. By tracking data related to SEL lessons and PBIS referrals, we can gather valuable insights into students' social-emotional well-being and behavioral patterns.

Providing data reports to administrators and the school counselor enables targeted follow-up and support for at-risk students, including those in Special Education and the White and African American subgroups. This proactive approach allows us to address concerns promptly and implement strategies to enhance students' sense of connectedness and safety at school. By prioritizing the needs of Special Education students and the White White and African American subgroups and proactively monitoring SEL, Panorama Survey, and PBIS data, we demonstrate our commitment to creating an inclusive and supportive school community where all students feel valued, supported, and safe. This focused attention contributes to improved student outcomes and a positive school climate for everyone.

Progress will be measured by Panorama Survey data and data collected through student interviews.

Goal #3:

Two Bunch Palms Elementary School's goal is to reduce the number of behavioral incidents on campus, leading to a safe learning environment for all students. Behavioral incidents include but are not limited to bullying, physical altercations, and disrespectful behavior towards adults and students. In addition, TBP has set a goal of meeting or exceeding the district's attendance rate. TBP is currently at 90.4%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
By continuing to refine Tier 1, 2, and 3 components of the TBP MTSS model, which involves developing systemic behavioral management plans and utilizing various models			

such as Capturing Kids Heart, Pyramid of Success, and the Second Step curriculum, then we can enhance the support provided to all students, ensuring their academic and social-emotional needs are met effectively. By refining Tier 1 interventions, including the implementation of programs like Capturing Kids Heart, Pyramid of Success, and the Second Step curriculum, we create a positive and supportive school environment conducive to learning. These initiatives foster a sense of belonging and promote positive behavior among all students. In Tier 2, interventions target students at risk of behavioral or academic challenges. Continuously developing systemic behavioral management plans ensures early identification and support for these students, preventing issues from escalating and promoting their success in school. For Tier 3, which involves intensive interventions for students with significant needs, ongoing refinement of behavioral management plans and personalized support is crucial. This ensures that individual student needs are addressed comprehensively, leading to improved outcomes and well-being. Utilizing programs such as Synergy and PBIS Rewards for data collection and analysis allows us to track student behavior and progress systematically. This data-driven approach enables informed decision-making and targeted interventions, optimizing student support within the MTSS framework. Conferences for administrators, teachers, and support staff provide opportunities for professional development and collaboration. By attending these conferences, educators stay updated on best practices and research-based interventions, enhancing their ability to support student success effectively. Furthermore, the TBP PTG's purchase of incentives for the Hop Shop (our schoolwide incentive			

program) reinforces positive behavior and academic achievement among students. These incentives serve as motivators, promoting a positive school climate and encouraging student engagement in desired behaviors and academic efforts. Overall, by continuing to refine Tier 1, 2, and 3 components of the TBP MTSS model, utilizing data-driven practices, and fostering collaboration through conferences, we can create an inclusive and supportive school environment where all students have the opportunity to thrive academically and socially. Progress will be measured by student and staff CKH surveys, Panorama Survey data, PBIS referral, and points data, and suspension data will be utilized to monitor progress.			
By utilizing the Sprigeo reporting system to allow for anonymous reporting of bullying incidents on campus, we can create a safe and supportive environment where students feel empowered to report concerns without fear of retaliation. Progress will be monitored by Sprigeo data.			
By developing and implementing instructional sequences to provide character-building and social skills instruction using materials such as Capturing Kids Hearts, Pyramid of Success, and Second Step, we can enhance students' social-emotional development and promote a positive school climate. By integrating these materials into instructional sequences, we provide structured opportunities for students to learn essential character traits and social skills. Capturing Kids Hearts emphasizes building positive relationships and fostering a caring classroom environment, while the Pyramid of Success instills principles of character development and personal growth. Second Step focuses on teaching social-emotional skills such as empathy, problem-solving, and emotion			

management. Training for the above programs ensures that educators are equipped with the knowledge and skills necessary to effectively implement these instructional sequences. Through professional development workshops and ongoing support, teachers gain insights into best practices for delivering character-building and social skills instruction and learn how to integrate these materials seamlessly into their lessons. As a result, students benefit from a comprehensive approach to social-emotional learning that addresses their developmental needs and prepares them for success in school and beyond. By fostering positive character traits and social skills, we create a supportive learning environment where students feel valued, respected, and empowered to reach their full potential. Progress will be monitored by SEL lessons plans, TBP SEL lesson sequence document, teacher observations, referral and suspension data.			
By providing supervision and positive behavior support to all students, we can create a safe and inclusive school environment where students feel supported, respected, and empowered to succeed. Supervision ensures that students are monitored and supported throughout the school day, on the playgrounds, in common areas, and during transitions. This proactive approach helps prevent incidents, promotes safety, and fosters a sense of security among students. Positive behavior support involves implementing strategies and interventions that promote positive behaviors and address challenging behaviors in a proactive and constructive manner. By establishing clear expectations, teaching and modeling appropriate behaviors, and providing reinforcement and praise for desired behaviors, we can create a positive school climate conducive to learning. Through supervision and positive behavior support, we demonstrate			

our commitment to meeting the social-emotional and behavioral needs of all students. By fostering a supportive and respectful environment, we empower students to develop self-discipline, self-regulation, and interpersonal skills essential for success in school and in life. Progress will be monitored by referral and suspension data and PBIS Rewarsd data to monitor the impact of this item.			
By continuing to include a Mental Health therapist, counselor, and Social Worker in the menu of support available to all students at TBP, we can enhance the mental health and well-being of our school community, ensuring that students have access to the support they need to thrive academically and emotionally. The Mental Health therapist, counselor, and Social worker will provide valuable counseling and support services to students, addressing a range of mental health concerns and providing coping strategies to help students manage stress, anxiety, and other emotional challenges. By offering these services on campus, we make mental health support more accessible and reduce barriers to accessing care. To facilitate referrals to the Mental Health therapist and Social Worker, as well as other support services such as counseling and behavior para check-ins, a Google form referral will be available to parents, staff, and students for self-referral. This streamlined process ensures that students in need of support can easily access the resources they require. The Mental Health Therapist and Social Worker will be paid from district funds, demonstrating a commitment to prioritizing the mental health and well-being of our students. Particular attention will be given to addressing the needs of vulnerable student populations, including Foster Youth, the white subgroup, Students with Disabilities (SWD), and homeless students. By tailoring support services to meet the			

specific needs of these populations, we can ensure that all students receive the support and resources necessary to succeed. Progress will be monitored by TIer 2/3 Agenda, Counselor, Mental Health and Social Worker service records.			
By investing in recess and playground improvements to expand our peaceful recess/Playworks program, we can reduce conflicts during recesses and enhance the focus on instruction and learning. Expanding the peaceful recess/Playworks program provides students with structured activities and positive play opportunities, fostering a more inclusive and supportive recess environment. By implementing strategies to promote cooperation, communication, and conflict resolution skills, we can reduce incidents of bullying and conflicts, creating a safer and more enjoyable recess experience for all students. Investing in playground improvements further enhances the quality of the recess environment, providing students with safe and engaging play areas that encourage physical activity and social interaction. By creating inviting spaces with diverse play equipment and designated areas for different activities, we can cater to the varied interests and needs of our students, promoting active participation and reducing the likelihood of conflicts. A peaceful recess environment not only contributes to students' social-emotional well-being but also enhances their ability to transition back to the classroom and engage in learning activities with greater focus and readiness. By reducing disruptions and conflicts during recess, we create a more conducive learning environment, allowing teachers to maximize instructional time and promote academic achievement. Progress will be measured by student and staff CKH surveys, Panorama Survey data, PBIS referral, and points data, and			

suspension data will be utilized to monitor progress.			
As part of the Additional Targeted Support Improvement (ATSI) Plan, we will increase daily attendance and will decrease chronic absenteeism by targeting student groups (White subgroup) and other students in the moderate chronic and severe chronic absent range by developing and implementing a strategic positive attendance incentive program for students that are present and continue to strengthen the site's systematic intervention attendance program for students identified. Progress will be monitored by attendance data and SART Meeting data.			
Increase attendance by providing Saturday school options for attendance recovery as measured by monthly attendance reports			
By attending conferences for administrators, teachers, and support staff to increase student and staff safety and fostering a safe and secure climate, we can enhance our ability to meet the diverse needs of our school community effectively. By seeking out conferences that specifically address the needs of protected class students, Students with Disabilities (SWD), managing trauma-related behaviors, and restorative practices, we ensure that our professional development efforts are targeted and relevant to the challenges faced by our students and staff. These conferences provide valuable opportunities for learning, networking, and professional growth. Attendees can gain insights into best practices, evidence-based interventions, and innovative approaches to promoting safety, well-being, and positive relationships within the school community. To further support the implementation of equitable and restorative practices, the site Equity Lead will provide release time, coaching, and modeling for teachers in restorative practices and circles. This support ensures that educators have the guidance and resources needed to integrate equitable and			

restorative practices into their classrooms effectively. By equipping administrators, teachers, and support staff with the knowledge and skills necessary to address the unique needs of protected class students and SWD, manage trauma-related behaviors, and implement restorative practices, we create a more inclusive and supportive school environment where all students feel valued, respected, and safe. Progress will be measured by student and staff CKH surveys, Panorama Survey data, PBIS referral, and points data, and suspension data will be utilized to monitor progress.			
The Paraprofessional Behavior is focused on positive behavior interventions aiming to support students who may be disrupting or eloping from the classroom, ensuring they receive the assistance they need to succeed academically and behaviorally. The Behavior Para will work directly with students in the classroom, providing support and guidance to redirect disruptive behaviors and facilitate their return to a focused learning environment. Additionally, they will offer short-term breaks when necessary, allowing students to regroup and return to the classroom ready to engage in learning activities. Implementing a check-in/check-out system will help monitor students' progress and ensure their continued presence and focus in the classroom. The Behavior Para will maintain regular communication with parents, updating them on their child's progress and behavior through Behavior SSTs, phone calls, emails, or texts. In addition to supporting students, the Behavior Para will prioritize establishing connections with parents through conferences and regular communication. This collaborative approach aims to foster a sense of support and community, ensuring that parents feel involved and informed about their child's education and behavioral progress.			

Funding for this position will be split between Title I and LCFF, with the LCFF portion specifically dedicated to supporting students during non-academic portions of the school day. This ensures that students receive consistent support across all aspects of their school experience, promoting their overall well-being and academic success.			
By continuing training & developing schoolwide processes for Capturing Kids Hearts, we aim to enhance a positive learning environment while strengthening school connectedness, reducing discipline referrals, increasing attendance, decreasing negative behaviors, and improving academic performance. Using the CKH EXCEL teaching model, educators can create safe and effective learning environments, develop self-managing, high-performing classrooms, and utilize team-building skills and Social Contract techniques to address conflict, negative behavior, and disrespect issues. This is the second year of this district-funded program, and district funds will continue to fund training and salaries. The site will fund additional materials and supplies to supplement the basic training/coaching program the district provides. Progress will be measured by PBIS Rewards data (referrals and points), and Panorama Survey data			

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.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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