

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	7/1/2025 -6/30/2026
Schoolsite Council (SSC) Approval Date	October 16, 2025
Local Board Approval Date	November 18, 2025

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Mission Statement: The Two Bunch Palms staff will empower all students to learn at high levels.

Vision Statement: At Two Bunch Palms, we believe every student can thrive. We are committed to creating a safe, inclusive, and equitable environment where students feel connected, valued, and inspired to grow. Through strong family partnerships, student ownership, and meaningful engagement, including our dual immersion program and enriching extracurricular opportunities, every student is empowered to meet or exceed grade-level expectations in reading and math. With rising attendance, a focus on leadership, and a love for learning, we celebrate each child's academic, social, and personal success.

Collective Commitments:

1. We will design intentional lessons, use evidence-based strategies, and provide targeted support until each child is proficient in the essential standards.
2. We will ensure that every student and faculty member feels safe, connected, and valued.
3. We will model respect, address inequities, and create spaces where all identities and voices are honored.
4. We believe that all students can learn at high levels.
5. We will hold high expectations, monitor progress, and celebrate growth in academics, behavior, and leadership.
6. We will communicate consistently, invite participation, and work side-by-side with families to support learning at home and school.
7. We will provide and create highly engaging learning environment, encourage voice and choice, and teach students to set goals and reflect on their progress.
8. We will protect and grow programs that challenge, connect, and inspire students beyond the classroom.
9. We will teach the importance of school attendance, develop student leaders, and recognize consistent participation and contributions.
10. We will celebrate growth, highlight achievements, and create traditions that make learning and working together exciting and memorable.

School Profile

Two Bunch Palms Elementary School, established in August 1998, is located in the desert resort community of Desert Hot Springs in Riverside County. We are part of the Palm Springs Unified School District (PSUSD), which includes 16 elementary schools, 5 middle schools, 4 comprehensive high schools, an alternative education academy, and a continuation high school.

Our school serves approximately 715 students from transitional kindergarten (TK) through fifth grade. Additionally, the PSUSD Early Childhood Education department operates two preschool classes and one Head Start class on our campus. Of our student population, 97% qualify for free or reduced-price lunch, and 39.7% are designated as English Language Learners.

We follow a 2-1-2 weekly calendar, with early release every Wednesday at 12:10 p.m. to provide time for staff to engage in professional development, data analysis, grade-level collaboration, and staff meetings from 12:30 to 2:30 p.m.

School Goals:

The staff and community of Two Bunch Palms are committed to increasing academic achievement for all students through the following goals:

Ensure all students are actively engaged in learning throughout the instructional day.

Build teacher capacity to engage students through targeted instructional strategies.

Extend learning and engagement through technology integration.

Use formative and summative assessments to guide instruction and support mastery of rigorous academic standards.

Provide targeted interventions in reading and mathematics to close learning gaps and support student growth.

Programs and Services

English Learner Support

We offer a Structured English Immersion (SEI) program, where instruction is primarily in English, supported by a structured and sequential English Language Development (ELD) curriculum. Students receive access to grade-level content while developing English proficiency.

Our TK and Kindergarten programs are full-day and focus on foundational literacy and math skills, including phonics, phonemic awareness, fluency, vocabulary, comprehension, writing, and mathematics. Foundational Skills Routines are implemented through second grade, with aligned professional development to support instruction.

Dual Immersion Program

Beginning in the 2025–26 school year, our Dual Immersion program will expand from TK and Kindergarten to include first grade. The program will grow by one grade level each year, ultimately serving students in TK through fifth grade.

Special Education Services

Two Bunch Palms offers two Special Day Classes (SDC) for students in grades K–5 with mild to moderate needs not met in general education. We also provide Resource Specialist Program (RSP) services for students on IEPs whose primary needs can be met in general education. Instruction is delivered through a collaborative model, ensuring access to the core curriculum. Speech and Language Pathologists support students with communication needs. When appropriate, SDC students participate in general education settings for both academic and social development.

Academic Interventions

Students at risk of academic failure who do not qualify for special education are supported through Tier 2 classroom interventions. These include a dedicated 60-minute daily intervention block in ELA and math, with small group instruction based on ongoing assessment data. For students needing additional reading support, a Reading Intervention teacher and three paraprofessionals provide Tier 2 pull-out services for eligible students in grades 1–5.

Instruction and Collaboration

Instruction at Two Bunch Palms is aligned with content and performance standards and is designed to ensure access to the core curriculum for all students. Student progress is regularly monitored using curriculum-based assessments, district benchmarks, and CAASPP data. Staff collaborate in grade-level and vertical teams to develop and refine instructional strategies, share best practices, and design interventions tailored to student needs. Our collective goal is to foster academic achievement, critical thinking, social-emotional development, and a love of learning in every child.

Purpose and Description

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

☒ Schoolwide Program

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

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 2024-25 school year. SSC members are: Parents: Kristine Gonzalez, Maria Herrera, Lindsay Garcia, Maria Aguilar, and Katherine Angel. Staff members: Viviana Sanchez (other school staff), Natalee Manley (teacher), Jennifer Benjume (teacher), Breanna Sewell (teacher) and Denise Fenton (principal). Members were elected by voting, and the election took place in September 2024. Meeting minutes document the nomination and voting process.

School Site Council (SSC) Meeting Dates and Summaries:

9/19/24: training was provided for new and returning SSC members, a calendar of future meetings was established along with proposed agenda items for each meeting.

11/21/24: 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 2024-2025 proposed budget and gathered input from SSC members for the revision of the 2024-2025 SPSA.

02/06/25: 24-25 Budget Proposal, Gather input from SSC Members for actions in 25-26 SPSA, Share out teacher input for actions in 25-26 SPSA. ELAC input was considered and SSC responded to the input provided. The school's summative and formative data was reviewed. These actions will be carried over into the 25-26 SPSA, at the recommendation of SSC, to continue to address these needs.

05/01/2025: SSC considered input from ELAC's March meeting and responded. Review of the 2024-25 SPSA goals and presented DRAFT of 2025-2026 SPSA and vote to approve.

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

09/19/24- Training for members. Gathered advice from our members about what their priorities were for English learners. Explained and discussed instructional programs for ELL students.

11/21/24- Training for members. DELAC Report, The school's formative and summative data was presented.

Attendance was discussed and items that are in the 24- 25 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

02/06/25- DELAC Report, Continued getting input from parents. Attendance was discussed. Response from November input to SSC was presented and gathered additional input to provide to SSC.

03/24 /25- ELAC Needs Assessment Completed. Our parents also had questions regarding the process of ELPAC testing and reclassification. DI was discussed.

05/01/25- Review of the 2024-25 SPSA goals and presented DRAFT of 2025-2026 SPSA. Provided feedback on the draft for SSC.

The SSC and ELAC met together on September 19, 2024, items discussed were:

1. Annual Training
2. Data Review and Needs
3. SPSA Action and Budget Updates
4. Attendance
5. Uniform Complaint Procedures

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. 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, Breanna Sewell, Alex Adams, Jennifer Benjume, Charlene Nelson, Rosie Dorado, Laura Daniel, Cynthia Belew, Caroline Paz, Anthony Gray, Denise Fenton) - Meets every 3 weeks, has provided input to SSC, reviewed school data, worked with Solution Tree to rewrite the TBP Mission and Vision Statements, and develop the TBP data protocol system.

Parent Teacher Group (PTG).

Family and Community Engagement Specialist, Community Liaison, and Site-funded Office Tech had a table to survey how the school could improve. Parents could submit the survey electronically by scanning a QR code or on paper. The majority of the parents wanted to complete the survey on paper.

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. Continue 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. Continue 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. Continue 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

The SSC and ELAC elections were held at the end of August 2025.

SSC members are:

Parents: Cristina Moreno, Fabiola Gazcon, Kristine Gonzalez, Cristina Moreno, Maria Aguilar, and Katherine Angel.

Staff members: Viviana Sanchez (other school staff), Laura Martin (teacher), Jennifer Benjume (teacher), Breanna Sewell (teacher), and Denise Fenton (principal). Members were elected by voting, and the election took place at the end of August 2025. Meeting minutes document the nomination and voting process.

9/10/25 - 80% of the SSC members attended the training.

9/24/25 - Title I Parent and Family Engagement Policy, SSC Bylaws, ELAC and SSC Cooperation option, Uniform Complaint Procedures, Future meeting dates, Brief data review, SPSA Goal Review, Funding Updates, review of the 2025-2026 proposed budget and gathered input from SSC members for the revision of the 2025-2026 SPSA.

10/16/25-Data was reviewed more thoroughly. Review draft of SPSA Revisions and approve SPSA to be sent to Educational Services for review.

Resource Inequities

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

Our needs assessment and using the results of the 2024 CA School Dashboard data for TBP highlights several resource inequities among student subgroups:

Students with Disabilities (SWD) are performing significantly below all other groups in ELA (-132.1), Math (-137.7), and Science (-35.4), with elevated suspension (3.4%) and chronic absenteeism (38.9%). These gaps indicate inequities in access to differentiated academic support, inclusive instructional practices, and behavioral interventions.

English Learners (EL) show low academic performance (ELA: -75.9, Math: -74.8) and limited English language progress (ELPI: 34.9%), pointing to a need for more effective ELD instruction and integrated language supports and academic scaffolding.

Homeless students have a chronic absenteeism rate of 47%, among the highest on campus, alongside low academic performance in both ELA and Math. This reflects challenges in consistent school access and stability of support services, such as housing support, transportation, and consistent access to learning.

Socioeconomically Disadvantaged (SED) students are underperforming in both ELA (-67.1) and Math (-71.8), with high absenteeism (39.9%), suggesting limited access to academic interventions, family support systems, and enrichment opportunities.

Hispanic students face ongoing academic gaps (ELA: -66.4, Math: -71.6) and chronic absenteeism (35.5%), highlighting a need for increased culturally responsive engagement and academic support.

October 2025:

CAASPP Spring 2024 Data

Subject % Met or Exceeded % Not Met / Nearly Met Key Insight

ELA 27.31% 72.69% Performance aligns closely with STAR Reading proficiency rates, showing a persistent gap in literacy achievement.

Math 21.97% 78.03%

Key takeaways:

CAASPP data reinforce that literacy and math performance remain well below state averages. Skill gaps identified in mCLASS and STAR persist through upper grades, confirming the need for sustained intervention, consistent Tier 1 instruction, and equitable access to high-quality math support.

Fall Data

mCLASS BOY (K–5) % At or Above Benchmark -31% ~ On Watch- 17% ~ % Intervention / Below -52%

STAR Early Literacy (K–2) % At or Above Benchmark-34.3% ~On Watch- 15.5% ~ % Intervention / Below - 50.2%

STAR Reading (3–5) % At or Above Benchmark- 32.8% ~On Watch- 15.2% ~ % Intervention / Below - 52%

STAR Math (1-5) % At or Above Benchmark- 34.2% ~On Watch-15.8% ~ % Intervention / Below - 50%

Key Takeaways:

Across early literacy and reading measures, only one in three students is performing at or above benchmark. These consistent trends from K–5 confirm that foundational reading gaps are not being closed over time and remain a significant schoolwide priority.

Our needs assessment and the analysis of available data in October 2025 highlight several resource inequities that support our 25/26 goals:

-Access to Early Intervention Support:

-A high percentage of K–2 students (over 60%) are below benchmark, indicating a need for additional early literacy intervention staff and expanded small-group instructional time.

Disproportionate Impact on Specific Student Groups~ Students with Disabilities and English Learners continue to perform significantly below peers, reflecting a need for specialized instructional materials (decodable texts, language scaffolds) and training for teachers in structured literacy and integrated language development.

Professional Development Gaps~ 6 teachers, both coaches and the principal have participated in LETRS training. More PD and support in Science of Reading-aligned instructional routines or data-informed intervention planning, leading to inconsistent implementation of Tier 1 and Tier 2 practices across grade levels is needed.

These inequities emphasize the need for targeted interventions in academic instruction (including PD), attendance support, and family engagement to ensure all student groups have equitable access to success.

In Goal 1 of our 25-26 plan, we have addressed these inequities through four 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 (including ELD strategies) that reflect the needs of students based on their current assessed needs.
 - Monitor EL student progress and provide scaffolded support based on data.
 - Implement WIN Time during our small group block to provide more targeted support and independent practice.

In Goal 2 of our 25-26 plan, we have addressed these inequities through two specific actions:

- 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.
- Site-funded community liaison, site-funded office tech, and district-funded Family and Community Engagement Specialist will support families and help them with access to school resources and technology (ParentSquare, ParentVue)

In Goal 3 of our 25-26 plan, we have addressed these inequities through five 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 to survey the families to do a root cause analysis on the reasons for absences.
- Site-funded community liaison will monitor attendance and provide support as needed based on the root cause analysis.
- Provide training in culturally responsive behavior practices.
- Increase student access to social-emotional learning and mentoring supports.

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

According to the 2024 California School Dashboard, TBP maintained a Low suspension rate (2.0%) overall. Several student groups performed particularly well in this area, including English Learners (0.3%) and Homeless students (1.3%). This success reflects the ongoing implementation of Tier 1 behavior expectations, PBIS strategies, restorative practices, 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.

Academic Progress – ELA

- 3rd-grade STAR ELA data shows consistency in On Watch performance (10% in both Fall and Winter), and the percentage of students at Proficient remained stable (9% to 4%), indicating sustained proficiency levels among higher-performing students.
- 4th-grade STAR ELA shows strength in Intervention and On Watch: 22% of students were at On Watch in Fall and 15% remained there in Winter, while 24–29% performed at Intervention.
- 5th-grade STAR ELA data indicates that 17% of students remained at Intervention through Winter, and a small group continues to perform in On Watch and Proficient bands (7–6%).

Academic Progress – Math

- 3rd-grade STAR Math results show a strong percentage of students in Intervention across the year (27% in Fall, 26% in Winter), reflecting solid foundational skills with room for further development.
- 4th-grade STAR Math maintained a combined 33% of students in Intervention and On Watch through Winter, with 18% of students in each band.

-5th-grade STAR Math showed a slight increase in students in Intervention from Fall (13%) to Winter (17%).

English Learners in 4th grade showed steady placement in Intervention on both the ELA and Math STAR assessments (11–18%), with consistent performance in On Watch as well.

Homeless and SWD students showed growth on the Dashboard ELA indicator (+4 and +3.1 points respectively), reflecting progress with small-group supports and targeted reading interventions.

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 Intervention Teacher 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.

Attendance:

According to the California School Dashboard, while chronic absenteeism remains a challenge overall, notable improvements were observed in key subgroups.

Most significantly, homeless students—a group historically impacted by high absenteeism—reduced their chronic absenteeism rate by 10.2%, from 57.2% in the prior year to 47.0% in 2024. This success reflects the impact of consistent communication through the community liaison and office tech. Staff worked closely with families to remove barriers to attendance, such as lack of transportation, and access to basic needs, and providing strategies to families.

Socioeconomically Disadvantaged (SED) students also showed a reduction of 8.6% in chronic absenteeism, dropping from 48.5% to 39.9%. Targeted strategies—including personalized outreach, attendance incentives, and family support services—have contributed to this progress. A site-based attendance team met regularly to monitor attendance patterns, implement Tier II interventions, and follow up directly with students and families.

-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 25-26 school year; however, with slight modifications.

Suspensions:

-Our weekly meetings with our supervision staff 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 continue to 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.

October 2025

The Guiding Coalition, ELAC, and SSC identified the following successes based on data and changes in practices. Due to the implementation of some of the practices in January 2025, we have not seen the assessment data reflect growth yet.

-Consistent Data Alignment Across Systems: mCLASS, STAR Early Literacy, and STAR Reading results align closely with CAASPP outcomes, demonstrating that early screening tools accurately predict long-term proficiency and help target instruction early.

-Improvement in Upper-Grade Literacy: Grades 4–5 show stronger performance trends on mCLASS and STAR Reading (around 35% at/above benchmark), suggesting improvement in comprehension and stamina when instruction is consistent and standards-aligned.

Structured Literacy Implementation: The use of UFLI, Heggerty, and decodable text routines has begun to strengthen Tier 1 instruction and build foundational reading skills in early grades.

Collaborative Data Practices: PLCs and the Leadership Team are using data cycles (mCLASS, STAR, CAASPP) to drive decisions for WIN groups, showing strong movement toward a more cohesive Multi-Tiered System of Supports (MTSS) model.

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?

Based on the 2024 California School Dashboard, Two Bunch Palms (TBP) had multiple indicators in the "Yellow" performance category, indicating a need for focused support:

Chronic Absenteeism Indicator – Yellow TBP's overall chronic absenteeism rate was 38.7%, placing it in the Yellow performance band. Chronic absenteeism remains particularly high among: African American students (54.8%), Homeless students (47%), and Students with Disabilities (SWD) (38.9%)

Academic Indicator – Orange

ELA: 66.8 points below standard

Math: 71.4 points below standard

These results indicate the need for targeted instruction in foundational literacy and numeracy skills.

English Learner Progress Indicator (ELPI) –The ELPI declined to 34.9%, a 9.2% drop from the previous year, indicating a need for enhanced ELD instructional support.

Student Groups Performing Two or More Levels Below "All Students" or in the Red Performance Level

Students with Disabilities (SWD):

ELA: 132.1 points below standard vs. 66.8 for All Students

Math: 137.7 points below standard vs. 71.4 for All Students

African American Students:

Chronic Absenteeism: 54.8% (Red Performance Level)

Suspension Rate: 12.1% (significantly higher than school average)

English Learners:

ELPI: 34.9% (Red Level and significantly below state expectations)

Planned Steps to Address Identified Needs and Gaps:

Academic Improvement Strategies:

-Implement expanded small-group instruction and Tier II interventions in ELA and Math for SWD, ELs, and SED students.

Reflections: Identified Need

- Leverage instructional coaches to support Tier 1 instruction and delivery of differentiated, data-informed instruction.
- Use STAR and Core Phonics, and screener assessments to track progress and guide instruction.
- For SWD: Increase collaboration between general and special education teachers with coach support, expand push-in services, and implement individualized intervention plans aligned to IEP goals.

Support for English Learners:

- Provide targeted PD on ELD strategies and scaffolded instruction, including designated and integrated ELD.
- Conduct frequent monitoring of EL academic and language development.
- Bilingual Paras provide support
- Enhance designated ELD blocks, increase scaffolding in content-area instruction, and progress monitoring.

Chronic Absenteeism and Student Engagement:

- Strengthen Tier I and II attendance systems with parent outreach, student incentives, and SART meetings.
- Conduct root cause analysis through student/family interviews and home visits.
- Utilize site-funded community liaison to support high-need subgroups (AA, SWD, Homeless).

Behavior and Suspension Rate Reduction:

- Offer PD in culturally responsive classroom management, SEL, and trauma-informed practices.
- Expand restorative justice practices and classroom-based conflict resolution.
- For African American students: Implement deeper family-school partnerships.

October 2025:

The Guiding Coalition, ELAC, and SSC identified the following needs based on data and observation:

- Foundational Literacy Gaps (K–3): Over half of K–3 students remain below benchmark on mCLASS and STAR Early Literacy, highlighting a need for more targeted phonemic awareness and decoding instruction.
- Sustained Literacy Growth: Students performing below benchmark in early grades are not catching up, indicating a need for progress monitoring and intervention consistency.
- CAASPP Alignment: With only 27% meeting ELA and 22% meeting Math standards, instructional rigor and alignment to grade-level standards must increase, along with opportunities for complex text engagement and academic vocabulary development.
- Math Instructional Gaps: While literacy resources are strong, there is a lack of equivalent math intervention tools, PD, and structured instructional resources, contributing to the math achievement gap.
- Attendance and Access Inequities: Chronic absenteeism is up 4.89% and ADA has decreased 0.94%, reducing instructional time and intervention access for the very students most in need of support.
- Professional Development and Coaching: Variability in Tier 1 implementation suggests continued need for coaching in the Science of Reading, rigorous Tier 1 instruction, data-driven differentiation, and engagement strategies to ensure equitable instruction across classrooms.

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%	0.84%	6	6	6
African American	2.38%	3.52%	3.52%	16	25	25
Asian	0.15%	0%	%	1	0	0
Filipino	0.15%	0.14%	0.14%	1	1	1
Hispanic/Latino	89.57%	88.19%	88.19%	601	627	627
Pacific Islander	%	0%	0%		0	0
White	5.07%	5.63%	5.63%	34	40	40
Multiple/No Response	1.79%	1.69%	1.69%	12	12	12
Total Enrollment				671	711	711

Student Enrollment Enrollment By Grade Level

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

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
697	94.8%	39.5%	2.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	275	39.5%
Foster Youth	16	2.3%
Homeless	138	19.8%
Socioeconomically Disadvantaged	661	94.8%
Students with Disabilities	89	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	3.9%
American Indian	5	0.7%
Asian	0	0.0%
Filipino	1	0.1%
Hispanic	605	86.8%
Two or More Races	18	2.6%
Pacific Islander	0	0.0%
White	41	5.9%

Conclusions based on this data:

1. The student population faces significant socioeconomic challenges.

2. English Learners represent a large portion of the student body.
3. The school serves a predominantly Hispanic/Latino community.

School and Student Performance Data

Overall Performance

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

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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1. Academic performance remains below state expectations.
- 2. English Learner progress is an area of significant concern.
- 3. Chronic Absenteeism (Yellow) and Suspension Rate (Orange) suggest ongoing challenges with attendance and behavior

School and Student Performance Data

Academic Performance English Language Arts

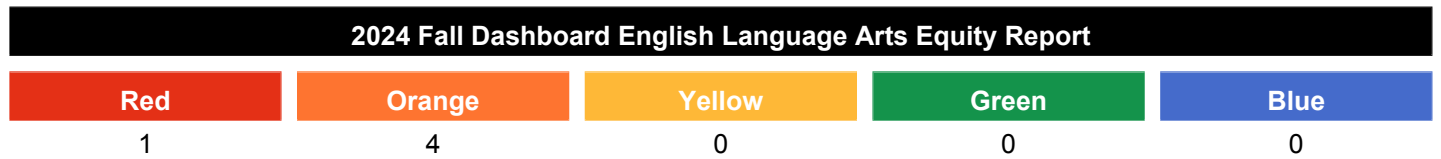
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 66.8 points below standard Declined 9.7 points 315 Students	English Learners  Red 75.9 points below standard Declined 9.5 points 139 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 7 Students	Homeless  Orange 70.7 points below standard Increased 4.0 points 55 Students	Socioeconomically Disadvantaged  Orange 67.1 points below standard Declined 10.1 points 310 Students

Students with Disabilities  Orange 132.1 points below standard Increased 3.1 points 46 Students	African American  No Performance Color 56.4 points below standard 12 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 66.4 points below standard Declined 8.0 points 276 Students
Two or More Races  No Performance Color 74.9 points below standard 11 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 69.5 points below standard Declined 35.8 points 13 Students

Conclusions based on this data:

1. Academic performance is below standard for all major student groups.
2. English Learners and Students with Disabilities show the greatest need.
3. Gaps between English Learners, Students with Disabilities, and All Students remain wide.

School and Student Performance Data

Academic Performance Mathematics

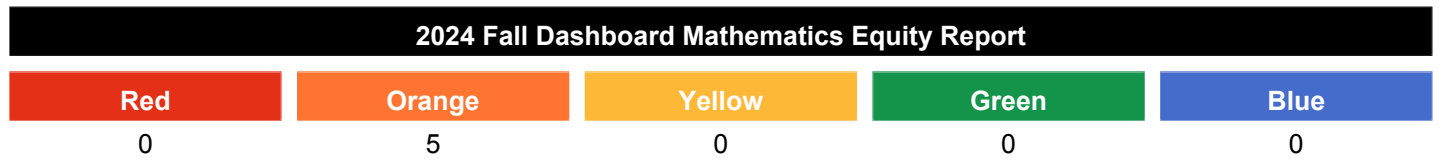
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 71.4 points below standard Declined 8.4 points 318 Students	English Learners  Orange 74.8 points below standard Declined 14.9 points 141 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 7 Students	Homeless  Orange 77.6 points below standard Maintained 0.1 points 56 Students	Socioeconomically Disadvantaged  Orange 71.8 points below standard Declined 8.3 points 313 Students

Students with Disabilities  Orange 137.7 points below standard Increased 7.7 points 46 Students	African American  No Performance Color 52.0 points below standard 12 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 71.6 points below standard Declined 10.1 points 279 Students
Two or More Races  No Performance Color 90.5 points below standard 11 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 66.0 points below standard Increased 11.2 points 13 Students

Conclusions based on this data:

1. Overall academic performance remains below standard.
2. English Learners and Students with Disabilities continue to perform significantly lower than peers.
3. Achievement gaps persist for key subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
34.9% making progress.	making progress.
Number Students: 192 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6%	38.5%	0%	34.9%

Conclusions based on this data:

1. One-third of English Learners are making progress.
2. 65% of EL students showed no improvement or a decline
3. 34.9% of English Learners made progress toward English proficiency

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

38.7% Chronically Absent

Declined 9.8

767 Students

English Learners



Yellow

33.4% Chronically Absent

Declined 10.8

308 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

54.2% Chronically Absent

Increased 10.4

24 Students

Homeless



Orange

47% Chronically Absent

Declined 10.2

149 Students

Socioeconomically Disadvantaged



Yellow

39.9% Chronically Absent

Declined 8.6

724 Students

Students with Disabilities  Orange 38.9% Chronically Absent Declined 15.9 113 Students	African American  No Performance Color 54.8% Chronically Absent Maintained 0.3 31 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 35.5% Chronically Absent Declined 11.7 656 Students
Two or More Races  No Performance Color 40% Chronically Absent Declined 6.2 20 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 64.8% Chronically Absent Declined 0.6 54 Students

Conclusions based on this data:

1. Chronic absenteeism remains a significant concern schoolwide.
2. Most subgroups, including English Learners (-10.8) and Socioeconomically Disadvantaged students (-8.6), showed notable declines in absenteeism
3. Students with Disabilities (38.9%) and Homeless students (47%) are particularly impacted, both earning Orange performance levels. Foster Youth (54.2%) and African American students (54.8%) have the highest rates of chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

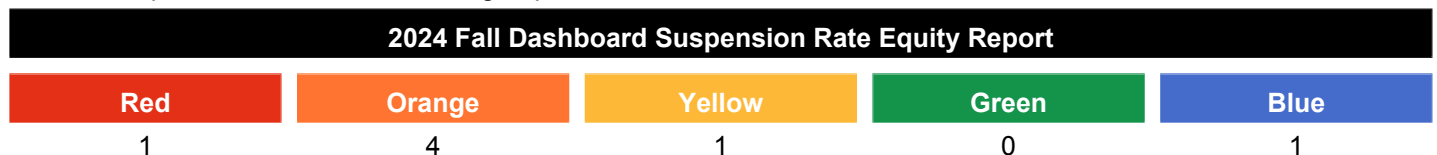
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2% suspended at least one day Increased 0.9% 798 Students	English Learners  Blue 0.3% suspended at least one day Declined 0.3% 318 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 16.7% suspended at least one day Increased 16.7% 24 Students	Homeless  Yellow 1.3% suspended at least one day Maintained 0.2% 154 Students	Socioeconomically Disadvantaged  Orange 2.1% suspended at least one day Increased 1% 753 Students

Students with Disabilities  Orange 3.4% suspended at least one day Increased 1.3% 119 Students	African American  Red 12.1% suspended at least one day Increased 6.2% 33 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Orange 1.3% suspended at least one day Increased 0.6% 681 Students
Two or More Races  No Performance Color 4.5% suspended at least one day Increased 4.5% 22 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 3.6% suspended at least one day Maintained 0.1% 56 Students

Conclusions based on this data:

1. Overall suspension rates are relatively low but have slightly increased.
2. English Learners (0.3%) earned a Blue performance level, showing strong improvement and effective implementation of positive behavior supports.
3. African American students (12.1%) are in the Red performance level, and Students with Disabilities (3.4%) are in the Orange level, both reflecting disproportionate suspension rates.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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

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	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

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	 Orange	66.8 points below standard	Declined 9.7 points
EL	 Red	75.9 points below standard	Declined 9.5 points
Hisp	 Orange	66.4 points below standard	Declined 8.0 points
AA	 No Performance Color	56.4 points below standard	
SED	 Orange	67.1 points below standard	Declined 10.1 points
SWD	 Orange	132.1 points below standard	Increased 3.1 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

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	71.4 points below standard	Declined 8.4 points
EL	 Orange	74.8 points below standard	Declined 14.9 points
Hisp	 Orange	71.6 points below standard	Declined 10.1 points

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) 58.4 points below Students with Disabilities (SWD) 131.9 points below	SWD	Orange	142.4 points below standard	+3 points	AA	 No Performance Color	52.0 points below standard	
					SED	 Orange	71.8 points below standard	Declined 8.3 points
					SWD	 Orange	137.7 points below standard	Increased 7.7 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 19.24%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 14.55%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Yellow	44.1 points above standard	+2 points	English Learner Progress Indicator	 Red	34.9%	2 9.2
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Maintain at least 10%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 7.3%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - increase by at last 3 points to 35.46%				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 23.63% African American - * >11 students (data cannot be reported due to privacy reasons) Hispanic - 24.7% English Learners (EL)- 18.37% Social Economically Disadvantaged (SED)- 23.36% Students with Disabilities (SWD)- 18.75%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - Maintain compliance				Williams Textbook/Materials Compliance - Maintained			

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Purchased AR, SeeSaw, Inner Explorer, PBIS Rewards, and Brain Pop, and materials and supplies for classrooms, including supplies for TK for implementing play-based learning, materials for small group reading instruction, new printers and ELMOS for classrooms, and headphones for student use. A new poster printer and cutout maker was purchased to create anchor charts and other classroom visuals and materials.	Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures LCFF 2500	Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures LCFF 0
		Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures Title I 10,000	Software licenses and program fees for student access 5000-5999: Services And Other Operating Expenditures Title I 11,614
		Supplemental supplies and Technology 4000-4999: Books And Supplies LCFF 15,858	Supplemental supplies and Technology 4000-4999: Books And Supplies LCFF 25,309
		Supplemental supplies and Technology 4000-4999: Books And Supplies Title I 2,941	Supplemental supplies and Technology 4000-4999: Books And Supplies Title I 6469
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	Two paras were paid from Title I funds to support EL students in the Intervention room. The program supported 63 EL students. The 2 paras provided services to the 63 students. The remaining students were serviced by our Reading Intervention teacher and the district-paid paraprofessional.	Paraprofessional aides salaries 2000-2999: Classified Personnel Salaries Title I 59,962	Paraprofessional aides salaries 2000-2999: Classified Personnel Salaries Title I 59,962
		Paraprofessional aides benefits 3000-3999: Employee Benefits Title I 42,783	Paraprofessional aides benefits Title I 42,783

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Teachers did not provide extended day intervention. Extended day programs were non-academic.	Extended Day Intervention - hourly certificated salary 1000-1999: Certificated Personnel Salaries None Specified 0	Extended Day Intervention - hourly certificated salary 1000-1999: Certificated Personnel Salaries 0
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.		Extended Day Intervention - hourly certificated benefits 3000-3999: Employee Benefits None Specified 0	Extended Day Intervention - hourly certificated benefits 3000-3999: Employee Benefits 0
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.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Classroom teachers provided daily 60-minute small group reading instruction tailored to students' individual literacy needs. Students requiring additional support received supplemental small group or one-on-one instruction from the Intervention Teacher and Paraprofessionals, with services prioritized for those demonstrating the greatest academic need. Teachers were supported in implementing effective small group reading strategies through ongoing guidance from site administrators, as well as coaching and professional development provided by the district's Instructional Coach, Literacy Coach, and Reading Intervention Teacher. This coordinated, multi-tiered system of support ensured that all students received personalized literacy instruction, with targeted interventions provided for those in need of accelerated growth.	Paraprofessional Aide - District funded 0 Paraprofessional Aide - District funded 0	Paraprofessional Aide - District funded 0 Paraprofessional Aide - District funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Student progress was monitored regularly using Star Reading and Early Literacy assessments and the Core Phonics screener.		
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.	Teachers and support staff participated in professional development aligned to site goals, focusing on instructional improvement, increased rigor, and support for diverse learners. Key areas included: PLCs: Contracted with Solution Tree to support site in professional development on PLCs and looking at data. Collaborative planning, data analysis, and development of essential standards and common assessments, with an emphasis on supporting ELs and Students with Disabilities. MTSS: Training to implement academic, behavioral, and social-emotional tiered supports.	Hourly teacher pay for extra duty assignments (i.e. non-SES tutoring) 1000-1999: Certificated Personnel Salaries LCFF 13,000 Subs for release time 1000-1999: Certificated Personnel Salaries LCFF 7,000 3000-3999: Employee Benefits LCFF 3,259 Conferences for PD 5000-5999: Services And Other Operating Expenditures LCFF 5,000	Hourly teacher pay for extra duty assignments (i.e. non-SES tutoring) 13,000 Subs for release time 1000-1999: Certificated Personnel Salaries 7,000 3000-3999: Employee Benefits 3,259 Conferences for PD 5000-5999: Services And Other Operating Expenditures 273

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Science of Reading: Evidence-based literacy instruction strategies.	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for SWD 5000-5999: Services And Other Operating Expenditures LCFF 1,000	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for SWD LCFF 0
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.	Data Meetings: Release time for staff to analyze STAR and other assessment data to guide instruction.	Salaries 2000-2999: Classified Personnel Salaries LCFF 5,000	Salaries LCFF 500
Science of Reading: Expanding knowledge of evidence-based reading instruction methods and applying the latest research to improve literacy outcomes for all students.	Equity - Equity Lead provided monthly PD on equity topics.	Fringes 3000-3999: Employee Benefits LCFF 673	Fringes 75
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.	Effectiveness was monitored through staff participation, use of common assessments, and student progress on STAR benchmarks.	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness 5000-5999: Services And Other Operating Expenditures Title I 6,500	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness 701
		Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for EL students 5000-5999: Services And Other Operating Expenditures LCFF 1,000	Conferences, Consultants and/or additional hours to provide PD to staff to increase academic achievement and school connectedness for EL students 5000-5999: Services And Other Operating Expenditures 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Incentives were purchased for various academic, behavior and attendance related activities.	Incentives and prizes 4000-4999: Books And Supplies LCFF 1000	Incentives and prizes 4000-4999: Books And Supplies 391

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Library grant purchased books to expand our library to include books that were culturally relevant and diverse. Books were ordered for our DI program and biliteracy.	Books at various levels for library to increase access for students. 0	Books at various levels for library to increase access for students. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Pyramid of Success (free), The NED Show (free), and Air BMX (paid for with attendance incentive money) assemblies were scheduled.	None Specified 0	0
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	The Office Technician-Bilingual was paid. The Office Technician Bilingual focused on helping to gather data to monitor student achievement. SST meetings were held. There has been a focus on attendance.	Office Technician - Bilingual 2000-2999: Classified Personnel Salaries LCFF 37,997 Benefits for Office Technician - Bilingual	Office Technician - Bilingual 2000-2999: Classified Personnel Salaries 37,997 Office Technician - Bilingual 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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		3000-3999: Employee Benefits LCFF 33,486	LCFF 33,486
Through additional behavior support for tier 2/3 students who struggle to meet schoolwide	The Paraprofessional Behavior was paid. The focus has been to	Salary for Para Behavior	Salary for Para Behavior

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	provide students with short breaks. Weekly meetings were held to discuss and review data on Tler 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 position. Behavior para conducted individual and small group intervention groups.	2000-2999: Classified Personnel Salaries Title I 17,853	17,853
Progress will be measured by PBIS Rewards data (referrals and points), Tier 2 behavior tracking data, suspension data, and Tier 2/3 Meeting Agendas		Benefits for Para Behavior 3000-3999: Employee Benefits Title I 16,118	Benefits for Para Behavior 16,118

Analysis

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

A multi-tiered system of support (MTSS) was implemented to address the academic, behavioral, and social-emotional needs of students. Daily small group reading instruction was provided by classroom teachers, with additional support from Intervention Teachers and Paraprofessionals, including Title I-funded assistance for 63 English Learners (ELs). The Behavior Paraprofessional delivered Tier 2 and Tier 3 behavioral interventions, supported Positive Behavioral Interventions and Supports (PBIS), and worked directly with students exhibiting academic and behavioral challenges. The Bilingual Office Technician assisted with student data collection, SST coordination, and chronic absenteeism interventions.

Professional development focused on PLCs, MTSS, Science of Reading, and equity, with structured time allocated for data analysis and collaborative planning. Instructional support was provided through both site-based and district instructional coaches to strengthen implementation.

Supplemental resources included AR, SeeSaw, BrainPop, culturally relevant library books, and instructional materials for small group learning and classroom technology. Site funds also supported the purchase of a replacement poster maker and cutter to enhance instructional visuals such as anchor charts.

English Learner Support: 63 EL students received targeted small group support, contributing to gains in language proficiency and Reading proficiency as measured by site and district benchmarks.

Behavioral Interventions: Tier 2 and Tier 3 supports led to a reduction in repeated behavior referrals among identified students, as evidenced by PBIS Rewards and office referral data.

Professional Learning: Over 90% of teachers participated in three or more professional development sessions aligned to MTSS or Science of Reading, promoting consistency in instructional strategies.

Academic Progress: STAR and Core Phonics data showed growth in foundational reading skills, particularly in primary grades, supporting the impact of small group instruction and resource alignment.

The implemented strategies were effective in advancing progress toward the site's articulated goals. While extended day academic intervention was not offered, the coordinated use of personnel, instructional resources, professional development, and data-driven planning positively impacted student achievement, behavior, and engagement. Continued refinement of MTSS systems and continuing professional development will further strengthen outcomes in the upcoming 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.

Expenditures in supplemental books and materials were higher than originally projected due to the unplanned but essential purchase of decodable texts to support the Dual Immersion program. Additionally, a significant portion of funds was allocated to replace the site's poster maker and cutter, which are used to create anchor charts and other instructional tools that support classroom instruction.

The software and licenses category exceeded expectations because site funds were used to purchase the PBIS Behavior Intervention platform. This program provides critical SEL support for students and strengthens behavioral systems schoolwide.

Expenditures for conferences were lower than anticipated. This is because the Solution Tree Institute and consultant support, initially expected to be covered with site funds, were instead funded through LCRS funds. This allowed site funds to be reallocated to pressing needs in instructional materials and SEL support systems.

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 and Tier 1 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 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.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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 2024-2025 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 - 200 responses	Parent Participation in Stakeholder Input Processes - 123 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) - 95% Hispanic (Hisp) - 96%
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) - 96% Hispanic (Hisp) - 97%
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 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	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.	School Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 47,636 School Community Liaison Benefits 3000-3999: Employee Benefits LCFF 36,718	School Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 47,636 School Community Liaison Benefits LCFF 36,718

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Throughout the year, the site implemented a variety of family engagement strategies to support literacy and strengthen home-school partnerships. Dual Immersion informational meetings and Seal of Biliteracy presentations were held to inform and involve families in language development programs. Family Reading Night, Fall and Spring Festivals, and monthly Coffee Chats provided opportunities for parents to engage with the school community. Coffee Chat topics were guided by parent input to ensure relevance. Some of the	Extra duty for certificated staff to support parent workshops and events 1000-1999: Certificated Personnel Salaries Title I 500 Fringes for certificated staff to support parent workshops and events 3000-3999: Employee Benefits Title I 127	Extra duty for certificated staff to support parent workshops and events 1000-1999: Certificated Personnel Salaries 500 Fringes for certificated staff to support parent workshops and events 3000-3999: Employee Benefits Title I 127

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	topics covered were campus safety and bullying. Decodable readers with QR codes linking to instructional videos for families were purchased with resources available in families' preferred languages to support reading at home. Certificated and classified staff were compensated for providing childcare and event assistance to facilitate parent participation in evening events.	Extra duty for classified staff to support parent workshops and events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 500 Fringes for classified staff to support parent workshops and events 3000-3999: Employee Benefits Title I Part A: Parent Involvement 69 Parent meeting supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,198	Extra duty for classified staff to support parent workshops and events Title I Part A: Parent Involvement 500 Fringes for classified staff to support parent workshops and events Title I Part A: Parent Involvement 69 Parent meeting supplies Title I Part A: Parent Involvement 1,198

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	A bilingual weekly newsletter was consistently distributed to enhance parent and community collaboration. The newsletter provided timely updates on school events, important dates, academic initiatives, and opportunities for involvement. It was made accessible in both English and automatically translated into the preferred language of each reader, ensuring inclusivity for families with limited English proficiency. On average, the newsletter received 253 views per week, demonstrating strong parent engagement. This communication tool supported transparency, built trust, and promoted home-school partnership by keeping families informed and connected to the school community.	SMORE Subscription to create and publish newsletter 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1,360	SMORE Subscription to create and publish newsletter 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1,360

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	To support school connectedness and safety—particularly for students in Special Education and the White and African American subgroups—the site implemented targeted monitoring and intervention practices. SEL lessons were delivered consistently, and PBIS referral data was analyzed to identify behavioral trends and students in need of support. Student voice was captured through Panorama Survey data and follow-up student interviews to assess climate and well-being. Panorama Survey Results – School Connectedness (Feeling of Belonging): 2023–2024 Data: Black or African American students: 47% Hispanic students: 70% White students: 78% Students of multiple ethnicities: 86%	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students' sense of connectedness and safety at school. By prioritizing the needs of Special Education students and the 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.	2024–2025 Data: Black or African American students: 51% Hispanic students: 68% White students: 59% Students of multiple ethnicities: 67% This year-over-year comparison shows a notable decline in the sense of belonging for White students (–19%) and students of multiple ethnicities (–19%), while Black or African American students showed a modest increase of +4%. Students with disabilities reported feeling safe and connected to school at levels consistent with the overall student population. This outcome reflects the effectiveness of intentional support structures and relationship-building efforts specifically designed to meet the needs of students with disabilities. To address trends and disparities, administrators, the counselor, and support staff reviewed regular reports on Panorama and PBIS data to implement timely, student-centered interventions. Supports were integrated into the duties of the Office Technician-Bilingual, Community Liaison, Behavior		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Paraprofessional, and Counselor, with no additional cost incurred.		

Analysis

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

To strengthen school connectedness and safety—particularly for Special Education, White, and African American students—the site implemented SEL lessons, monitored PBIS referrals, and analyzed Panorama Survey data. Staff proactively used this data to identify at-risk students and provide timely supports.

Panorama results showed an increase in connectedness for SPED students, who now report feeling safer and more connected almost equal to the overall student population. Black or African American students showed a modest increase (+4%), while White and Multi-racial students experienced a 19% decline, highlighting areas for continued focus.

Family engagement was supported through a bilingual weekly newsletter (averaging 253 views/week which was down from last year), Family Reading Night, cultural festivals, and Coffee Chats covering topics like bullying and safety. Parents also received multilingual reading resources. Certificated/classified staff were compensated for event support, and the Community Liaison helped build strong home-school relationships, improve attendance, and engage families.

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

There were no significant differences between the intended implementation and budgeted expenditures.

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.

Based on the analysis of Panorama Survey data, the goal and strategies will continue with a refined focus on improving school connectedness for the White and African American student subgroups, who demonstrated lower levels of belonging. To further address this need:

- 1) Student and Family Surveys will be conducted to gather input on how to strengthen connectedness and identify barriers to engagement.
- 2) Topics related to belonging and inclusion will be integrated into school assemblies, targeted small group SEL interventions, and parent engagement events.
- 3) Strategies will prioritize culturally responsive practices and inclusive messaging to ensure relevance for the identified subgroups. These changes will be found in Goal 2 and 3 of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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 and students. In addition, TBP has set a goal of meeting or exceeding the district's attendance rate. TBP is currently at 90.4%.

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 (ALL) - 91%			
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	48.1% Chronically Absent	Declined - 0.5	All	 Yellow	38.7% Chronically Absent	Declined 9.8
	EL	Yellow	43.7% Chronically Absent	Declined - 0.5	EL	 Yellow	33.4% Chronically Absent	Declined 10.8
	Hisp	Yellow	46.8% Chronically Absent	Declined - 0.5	Hisp	 Yellow	35.5% Chronically Absent	Declined 11.7
	AA		54.8% Chronically Absent	Declined - 0.5	AA	 No Performance Color	54.8% Chronically Absent	Maintained 0.3
	SED	Yellow	48.0% Chronically Absent	Declined - 0.5	SED	 Yellow	39.9% Chronically Absent	Declined 8.6
	SWD	Yellow	54.3% Chronically Absent	Declined - 0.5	SWD	 Orange	38.9% Chronically Absent	Declined 15.9
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Blue	0.8% suspended at least one day	Declined - 0.3%	All	Orange	2% suspended at least one day	Increased 0.9%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	EL	Green	0.4% suspended at least one day	Declined - 0.3%	EL	Blue	0.3% suspended at least one day	Declined 0.3%
	Hisp	Blue	0.4% suspended at least one day	Declined - 0.3%	Hisp	Orange	1.3% suspended at least one day	Increased 0.6%
	AA		5.5% suspended at least one day	Declined - 0.3%	AA	Red	12.1% suspended at least one day	Increased 6.2%
	SED	Blue	0.9% suspended at least one day	Declined - 0.3%	SED	Orange	2.1% suspended at least one day	Increased 1%
	SWD	Blue	1.8% suspended at least one day	Declined - 0.3%	SWD	Orange	3.4% suspended at least one day	Increased 1.3%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety All students: 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.				Panorama Survey - School Safety All students: 56% EL 56% AA 31% Hisp 58% SED 54% White 39% Multiple 53%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates - We expect to have zero expulsions in 2024-25 All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)				Expulsion Rates - 0			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL)	Panorama Survey – School Connectedness All Students (ALL) 80% English Learner (EL) 78% Hispanic (Hisp) 81%				Panorama Survey – School Connectedness All Students (ALL) 67% English Learner (EL) 72% Hispanic (Hisp) 68%			

Metric/Indicator	Expected Outcomes	Actual Outcomes
Hispanic (Hisp) African American (AA)	African American (AA) 83%	African American (AA) 51%
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: 56% EL 60% AA 31% Hisp 58% SED 54%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Maintain compliance with zero negative findings.	Williams Facilities Inspection Results - zero negative findings.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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. New staff members attended the Capturing Kids Hearts training.	Materials 4000-4999: Books And Supplies LCFF 500	Materials LCFF 500
By refining Tier 1 interventions, including the implementation of programs like Capturing Kids		Conferences 5000-5999: Services And Other Operating Expenditures LCFF 1,000	Conferences LCFF 278

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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,			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	These actions were implemented. 1 Sprigeo report was made during the 2024/2025 school year.	No cost associated. 0	No cost associated. 0
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	The site is working on refining its Tier 1, 2, and 3 MTSS supports to strengthen school climate and student well-being. Tier 1 implementation included Capturing Kids' Hearts, Pyramid of Success, and Second Step to promote positive behavior and relationships schoolwide. Tier 2 and Tier 3 supports provided targeted and intensive interventions for students with behavioral or emotional needs, including behavior plans, small group sessions, and individualized support. The behavior team scheduled meetings with district support every 6-8 weeks to review students in Tier 2 and 3 and update team on progress and next steps.	Professional development additional hours certificated 1000-1999: Certificated Personnel Salaries LCFF 2,000 Professional development additional hours classified 2000-2999: Classified Personnel Salaries LCFF 1,000	Professional development additional hours certificated 1000-1999: Certificated Personnel Salaries LCFF 0 Professional development additional hours classified LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Behavior data from Synergy and PBIS Rewards was used to track progress and guide interventions. Staff participated in professional development on behavior strategies, SEL, and PBIS to support effective implementation during Wednesday afternoon PD. The TBP PTG supported the Hop Shop incentive program, reinforcing positive behavior through earned rewards.		
By providing supervision and positive behavior support to all	These actions were implemented with the staff of 7 supervision	Salary for Supervision Aides	Salary for Supervision Aides

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	aides. Weekly PD/staff meetings were held to provide support to the supervision aides in implementing PBIS strategies and a safe and inclusive playground environment.	2000-2999: Classified Personnel Salaries LCFF 31,754 Benefits for Supervision Aides 3000-3999: Employee Benefits LCFF 12,852	2000-2999: Classified Personnel Salaries LCFF 31,754 Benefits for Supervision Aides LCFF 12,852

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Progress will be monitored by referral and suspension data and PBIS Rewards 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	These actions were implemented. District funded Mental Health Therapist serviced 12 students in individual therapy sessions. District funded Social Worker serviced 41 student weekly in individual and small group sessions.	No cost to site	No cost to site 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Playworks coach position was eliminated by the district in January 2025. A supervision aide was paid to set out equipment each morning. Supervision aides chose the weekly activities for students to play at their weekly meetings. Playground equipment was purchased as needed.	Supplies for playground 4000-4999: Books And Supplies LCFF 1000	Supplies for playground 4000-4999: Books And Supplies LCFF 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Daily attendance and chronic absenteeism was reduced. TBP exited ATSI. Attendance team meets regularly to review student attendance and reach out to parents.		
Increase attendance by providing Saturday school options for attendance recovery as measured by monthly attendance reports	4 days of Saturday School was offered with an average of 110 kids attending each day.	Wages and benefits for certificated staff 1000-1999: Certificated Personnel Salaries LCFF 5,000 Clerical support for Saturday School 2000-2999: Classified Personnel Salaries LCFF 1,000	Wages and benefits for certificated staff LCFF 0 Clerical support for Saturday School 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Counselor and Assistant Principal attended an anti-bullying conference through RCOE. Equity lead attended monthly Equity Lead meetings at the district and conducted monthly Equity and Restorative Practices PDs with staff members on Wednesday afternoons.	Conferences 5800: Professional/Consulting Services And Operating Expenditures Title I 2,000	Conferences Title I 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	The focus has been to provide students with short breaks. Weekly meetings were held to discuss and review 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 position.	Classified Salary 2000-2999: Classified Personnel Salaries LCFF 15,455 Classified Benefits 3000-3999: Employee Benefits LCFF 13,953	Classified Salary LCFF 15,455 Classified Benefits LCFF 13,953

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	The site continued implementation of Capturing Kids' Hearts (CKH) to promote a positive learning environment and strengthen school connectedness. In this second year of the district-funded program, staff engaged in ongoing training and applied the CKH EXCEL model, including strategies such as the Social Contract, team-building activities, and student-centered classroom management techniques. District funds covered staff training and coaching, no site funds were needed as the materials were all available through the CKH website. CKH practices were embedded into daily routines to reduce discipline referrals, increase student engagement, and support academic success. Progress was monitored through PBIS Rewards data (referrals and points) and Panorama Survey results, allowing the school to evaluate the impact on student behavior, connectedness, and school climate.	Materials and supplies for implementation 4000-4999: Books And Supplies Title I 500	Materials and supplies for implementation 4000-4999: Books And Supplies Title I 0

Analysis

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

TBP implemented MTSS strategies to support positive behavior, attendance, and student well-being. Tier 1 supports, including Capturing Kids' Hearts, Pyramid of Success, and Second Step, strengthened school climate, while Tier 2 and 3 provided targeted interventions through regular behavior reviews and individualized plans.

The Hop Shop, funded by PTG and LCFF, reinforced positive behavior, with 400 minor referrals recorded. However, due to a delay in fully implementing the PBIS Rewards referral system (not active until November), some staff stopped using it. As a result, despite the system showing zero major referrals, actual major referrals and suspensions increased. This led to the purchase of the PBIS Rewards behavior intervention module in April to improve tracking and consistency.

Attendance improved, chronic absenteeism declined, and TBP exited ATSI. The attendance team met regularly, and four Saturday School sessions averaged 110 students each.

After the district eliminated the Playworks coach, supervision aides organized playground activities and managed equipment needs. Mental health services supported 53 students through therapy and counseling. Only one Sprigeo report was filed.

CKH practices were consistently used schoolwide, with progress tracked through PBIS Rewards data, CKH Survey results, and Panorama Surveys. Staff received ongoing professional development in SEL, PBIS, and equity, helping to maintain a safe, connected, and supportive environment.

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

Capturing Kids' Hearts (CKH) was fully funded by the district, and no additional supplies or materials were required from site funds. The site did fund PBIS Rewards; however, there was some confusion regarding previously purchased items, resulting in duplicate purchases and higher-than-expected spending in that category. Professional development was delivered during supervision meetings and Wednesday afternoon sessions. Although funds were set aside to pay classified staff extra duty to attend these trainings, not all allocated funds were used due to scheduling conflicts and limited classified staff availability during those times.

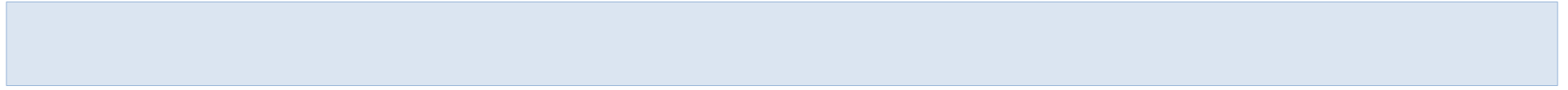
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The referral and behavior intervention components will be fully implemented and monitored consistently throughout the school year to ensure accurate data collection. Staff will receive additional training on using the system effectively.

Major referral tracking will be improved with more consistent use of electronic referrals, and the increase in major referrals will be addressed through targeted behavior interventions and staff support.

With the removal of the Playworks coach, supervision aides will continue to lead playground activities. Additional supports or training may be added to ensure a safe and structured recess environment.

The attendance team will continue regular reviews and outreach, with a focus on sustaining reductions in chronic absenteeism. Additional Saturday School sessions may be added to support this effort.



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 2024 CA School Dashboard, TBPS's overall school performance is at the Low-performance level in ELA and Math. TBP's overall score is 66.8 points below standard in ELA and we are 71.4 points below standard in Math. These scores declined from the 2023/2024 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. 34.9% of our EL students progressed at least on ELPI level. In ELA, our ELs are 75.9 points below standard, compared to all students, who are 66.8 points below standard. In math, our ELs are 74.8 points below standard, compared to all students, who are 74.1 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 21.8 points above standard in ELA and 2.6 points above standard in Math. Our RFEP students are performing better than all of our other subgroups. In the Spring of 2025, we reclassified 21 EL students as Fluent English Proficient. We believe these scores indicate that our current ELD program is working.

SBAC test results from Spring 2024:
(Results show the percentage of students who scored "Nearly Met" or " Exceeds" Standards)

ELA	
3rd	23%
4th	23%
5th	20%
Math	
3rd	35%
4th	20
5th	10%

Science	
5th	22.3 points below standard

STAR test from the Winter Benchmark 2025
(Results show the percentage of students who scored at or above district proficiency)
Reading

All Students

3rd	28.3%
4th	35.5%
5th	33.2%

EL subgroup	13.7%
SWD subgroup	8.2%

Math

All Students

3rd	29.8%
4th	36.4%
5th	32.6%

EL subgroup	18.4%
SWD subgroup	13.8%

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.

2024 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 EL subgroup students, as identified. Although most student groups have improved in Star test results through the 2024-25 academic year, student group placements will likely remain in the low-status levels.

Data collected from teachers shows that teachers although teachers are feeling more successful at using data to plan small-group instruction, they are struggling with planning instruction based on student data. Professional development is needed on how to analyze data and plan strategic whole group first 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 meet 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 and EL subgroups, 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 EL 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.

ELA: By June 2026, Two Bunch Palms will increase the percentage of BOY to EOY STAR Early Literacy in their instructional language for K-2 scoring at/above grade level from 35% to 75% and STAR Reading for 3rd-5th grades will increase the percentage of BOY to EOY scoring at/above grade level from 18% to 50%.

Math: By the end of the 2025-2026 school year, each grade level will increase the percentage of proficient/above students by 10%. This goal will be assessed by comparing the percentage of proficient/above students on the STAR Math BOY assessment to the EOY assessment. Progress will also be monitored using the MOY STAR Math assessment and grade-level math SMART goals.

English Learners: By the end of the 2025/26 academic year, the percentage of English Learner (EL) students advancing at least one proficiency band on the ELPI will increase from 32.4% to 42%

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
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	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	66.8 points below standard	Declined 9.7 points	All	Yellow	63.8 points below standard	+3 points
	EL	 Red	75.9 points below standard	Declined 9.5 points	EL	Orange	72.9 points below standard	+3 points
	Hisp	 Orange	66.4 points below standard	Declined 8.0 points	Hisp	Yellow	63.4 points below standard	+3 points
	AA	 No Performance Color	56.4 points below standard		AA	No Performance Color	56.4 points below standard	Less than 30 students
	SED	 Orange	67.1 points below standard	Declined 10.1 points	SED	Yellow	64.1 points below standard	+3 points
	SWD	 Orange	132.1 points below standard	Increased 3.1 points	SWD	Yellow	129.1 points below standard	+3 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	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	71.4 points below standard	Declined 8.4 points	All	Yellow	68.4 points below standard	+3 points
	EL	 Orange	74.8 points below standard	Declined 14.9 points	EL	Yellow	71.8 points below standard	+3 points
	Hisp	 Orange	71.6 points below standard	Declined 10.1 points	Hisp	Yellow	68.6 points below standard	+3 points
					AA	No Performance Color	49.0 points below standard	Less than 30 students

Metric/Indicator	Baseline				Expected Outcome				
African American (AA) Less than 11 students Socioeconomically Disadvantaged (SED) 58.4 points below Students with Disabilities (SWD) 131.9 points below		Orange			SED	Yellow	68.8 points below standard	+3 points	
	AA	 No Performance Color	52.0 points below standard		SWD	Yellow	134.7 points below standard	+3 points	
	SED	 Orange	71.8 points below standard	Declined 8.3 points					
	SWD	 Orange	137.7 points below standard	Increased 7.7 points					
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 -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)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change	
	English Learner Progress Indicator	 Red	34.9%	2 9.2		English Learner Progress Indicator	Orange	32.9%	+2 Points
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				

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

☒ All

Timeline

7/1/2025- 6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	7,674
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software licenses and program fees for student access
Amount	5,418
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software licenses and program fees for student access
Amount	18,200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Supplemental instructional materials and supplies for use in classrooms and intervention
Amount	5000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Title 1 Carryover funds - 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 (site-funded) 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

☒ English Learner

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	64,380
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional aides salaries
Amount	44,777
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

- ☒ English Learner
- ☒ Students with Disabilities
- ☒ Specific Student Groups:
white subgroup

Timeline

7/1/2025 - 6/30/2026

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-minute WIN (What I Need) Time, all students will receive targeted small-group reading instruction from a grade-level teacher, supported by the Intervention Teacher and Paraprofessionals for students with the greatest need. Teachers will receive coaching and guidance from site and district literacy leaders to strengthen small-group practices and data-driven instruction.

This focused approach will ensure that every student receives the right support at the right time, leading to improved literacy outcomes as measured by mCLASS, STAR Reading, CAASPP, and ELPAC.

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

☒ All

Timeline

7/1/2025- 6/30/2026

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. We will continue working with Soluton Tree funded by the LCRS grant to continue our work with restructuring our PLCs to be more data-driven and focused on student learning.

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

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Teachers, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly teacher pay for extra duty assignments (i.e. non-SES tutoring)
Amount	2,843
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
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	7,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subs for release time
Amount	2921
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Title 1 Carryover Money - Subs for release time
Amount	500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries
Amount	300
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes
Amount	0
Description	Solution Tree: 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

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	370
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

☒ All

Timeline

7/1/2025 - 6/30/2026

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

☒ All

Timeline

7/1/2025 - 6/30/2026

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

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	41,932
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Office Technician - Bilingual
Amount	36,276
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

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Behavior team

Proposed Expenditures for this Strategy/Activity

Amount	17,603
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Para Behavior
Amount	16,745
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. Our family nights that involve parents with their children have traditionally been well attended, however, this year attendance has decreased substantially. Our family and community events have less attendance than in the past and we struggle to find volunteers to attend field trips. Our Coffee Chats have been well attended. We determine topics based on parents' requests and survey data.

Attendance Dashboard Data:

All Students: 38.7% (Improvement of 9.8%)

SED - 39.9% (Improvement of 8.6%)

SWD - 38.9% (Improvement of 15.9%)

EL - 33.4% (Improvement of 10.8%)

Homeless - 47% (Improvement of 10.2%)

Hispanic - 35% (Improvement of 11.7%)

AA - 54.8% (Improvement of .3%)

Despite the reduction in Chronic Absenteeism, TBP continues to struggle with 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 2024-2025 that have increased attendance, specifically the reduction of students with chronic absenteeism.

The TBP SpEd teachers and IEP specialists 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 African American and SED subgroups and students with disabilities. We exited ATSI for attendance, however, attendance rates still need to improve. Our community liaison, FACE Specialist, and office tech are working on gathering community and district resources to support these families (specifically the AA, SED, and SWD subgroups) while providing education and support.

Our Parent and Community Engagement goal -By June 2026, TBP will increase parent attendance at family engagement events (e.g., family nights, Coffee Chats, and parenting workshops) by 20% compared to the 2024–2025 school year baseline, as measured by event sign-in sheets and participation logs.

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 and FACE Specialist (district-funded) will work to increase parent and community collaboration and improve attendance rates, particularly focusing on bridging the "connectedness gap" for SED, SWD, and the white and African American subgroups. We can enhance engagement and support for these students and their families. The Community Liaison and FACE Specialist will play a crucial role in establishing and nurturing relationships with parents of SED, SWD, and the white and African American subgroups through personal contact and attendance at engagement activities. By actively reaching out to families, the liaison and FACE Specialist 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 and FACE Specialist will work to address barriers to attendance and participation faced by SED, 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 SED, SWD, and the white and African American subgroup families, the Community Liaison and the FACE Specialist 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 at events
Parent Events

Students to be Served by this Strategy/Activity

- ☒ Low Income
- ☒ Students with Disabilities
- ☒ All
- ☒ Specific Student Groups:
Homeless, White and African American subgroups

Timeline

7/1/2025- 6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	46,060
Source	LCFF

Budget Reference	2000-2999: Classified Personnel Salaries
Description	School Community Liaison Salary
Amount	38,543
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 and other resources 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

☒	Low Income
☒	Students with Disabilities
☒	All
☒	Specific Student Groups: Homeless, White and African American subgroup

Timeline

7/1/2025 - 6/30/2026

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	1,225
Source	Title I Part A: Parent Involvement

Budget Reference	4000-4999: Books And Supplies
Description	Parent meeting resources, supplies and materials

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

7/1/2025- 6/30/2026

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 SED, SWD, and the Homeless, 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 SED, Homeless, 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 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

- ☒ Low Income
- ☒ Students with Disabilities
- ☒ Specific Student Groups:
Homeless, White and African American subgroups

Timeline

7/1/2025- 6/30/2026

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 90.5%.

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 2025 Panorama Survey data, TBP needs to improve students' perception of school connectedness and school safety, specifically within our AA subgroup. Strengthening these areas is essential to reducing chronic absenteeism and improving overall student engagement. While we made progress in attendance during the 2023–2024 school year, TBP continues to struggle with a high absenteeism rate, with chronic absenteeism currently at 31.7% for all students (a 7% improvement from the 23/24 school year).

However, during the 2024–2025 school year, TBP experienced an increase in suspension rates, particularly impacting our AA subgroup, which is currently red level in suspensions on the California School Dashboard. This increase highlights the need for a renewed focus on student behavior, school culture, and parent engagement.

Through the full implementation of PBIS and the targeted efforts of our Tier 2/Tier 3 Team and Attendance Team, we had previously seen significant reductions in suspension rates, and we aim to return to that positive trend. In 2025–2026, we will continue to monitor referral and suspension data closely, while taking intentional steps to improve school connectedness and reduce suspensions.

Our plan includes increasing family engagement to reinforce school expectations and support student behavior, particularly for our most impacted subgroups. By strengthening our partnership with parents, especially those in the AA, SED, and SWD groups, we aim to foster a safer, more supportive school environment that encourages regular attendance and positive behavior.

Chronic absenteeism and suspension reduction will remain key areas of focus in 2025–2026, with strategies aligned to both student needs and family support systems.

By the end of the year in June 2026, we will reduce the overall suspension rate by 1%, through looking at monthly data in PBIS at Tier 2 meetings and closely tracking suspensions as well as providing alternatives to suspension.

By the end of the year in June 2026, we will reduce Chronic Absenteeism by 10% and reach a daily attendance rate of 92%.

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%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>38.7% Chronically Absent</td><td>Declined 9.8</td></tr><tr><td>EL</td><td>Yellow</td><td>33.4% Chronically Absent</td><td>Declined 10.8</td></tr><tr><td>Hisp</td><td>Yellow</td><td>35.5% Chronically Absent</td><td>Declined 11.7</td></tr><tr><td>AA</td><td>No Performance Color</td><td>54.8% Chronically Absent</td><td>Maintained 0.3</td></tr><tr><td>SED</td><td>Yellow</td><td>39.9% Chronically Absent</td><td>Declined 8.6</td></tr><tr><td>SWD</td><td>Orange</td><td>38.9% Chronically Absent</td><td>Declined 15.9</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	38.7% Chronically Absent	Declined 9.8	EL	Yellow	33.4% Chronically Absent	Declined 10.8	Hisp	Yellow	35.5% Chronically Absent	Declined 11.7	AA	No Performance Color	54.8% Chronically Absent	Maintained 0.3	SED	Yellow	39.9% Chronically Absent	Declined 8.6	SWD	Orange	38.9% Chronically Absent	Declined 15.9	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>38.2% Chronically Absent</td><td>Declined -0.5</td></tr><tr><td>EL</td><td>Green</td><td>32.9% Chronically Absent</td><td>Declined -0.5</td></tr><tr><td>Hisp</td><td>Green</td><td>35.0% Chronically Absent</td><td>Declined -0.5</td></tr><tr><td>AA</td><td>No Performance Color</td><td>54.3% Chronically Absent</td><td>Declined -0.5</td></tr><tr><td>SED</td><td>Green</td><td>39.4% Chronically Absent</td><td>Declined -0.5</td></tr><tr><td>SWD</td><td>Yellow</td><td>38.4% Chronically Absent</td><td>Declined -0.5</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	38.2% Chronically Absent	Declined -0.5	EL	Green	32.9% Chronically Absent	Declined -0.5	Hisp	Green	35.0% Chronically Absent	Declined -0.5	AA	No Performance Color	54.3% Chronically Absent	Declined -0.5	SED	Green	39.4% Chronically Absent	Declined -0.5	SWD	Yellow	38.4% Chronically Absent	Declined -0.5
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All	Orange	2% suspended at least one day	Increased 0.9%																																																							
EL	Blue	0.3% suspended at least one day	Declined 0.3%																																																							
Hisp	Orange	1.3% suspended at least one day	Increased 0.6%																																																							
AA	Red	12.1% suspended at least one day	Increased 6.2%																																																							
SED	Orange	2.1% suspended at least one day	Increased 1%																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	1.7 % suspended at least one day	Declined - 0.3%																																																							
EL	Blue	0.3% suspended at least one day	Maintain 0																																																							
Hisp	Yellow	1.0% suspended at least one day	Declined - 0.3%																																																							
AA	Orange	11.8% suspended at least one day	Declined - 0.3%																																																							
SED	Yellow	1.8% suspended at least one day	Declined - 0.3%																																																							
SWD	Yellow	3.1% suspended at least one day	Declined - 0.3%																																																							

Metric/Indicator	Baseline				Expected Outcome
	SWD	Orange	3.4% suspended at least one day	Increased 1.3%	
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.
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%

Metric/Indicator	Baseline	Expected Outcome
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

7/1/2025- 6/30/2026

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 for supporting our MTSS system and behavior supports
Amount	500
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

7/1/2025 -6/30/2026

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

☒ All

Timeline

7/1/25-6/30/26

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional development additional hours certificated
Amount	500
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. 1 Supervision Aide is funded from LCFF, 1 4.5 hour/day and 1 1 hour/day Supervsion Aide is funded out of General Fund, and 4 Supervision Aides are funded by the district allocation.

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

7/1/2025 -6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Supervision Aides

Proposed Expenditures for this Strategy/Activity

Amount	15,982
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for Supervision Aides
Amount	6,268
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

- ☒ Foster Youth
- ☒ Students with Disabilities

☒ Specific Student Groups:
homeless, AA subgroup

Timeline

7/1/2025 -6/30/2026

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

☒ All

Timeline

7/1/2025 -6/30/2026

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

We will increase daily attendance and decrease chronic absenteeism in the moderate chronic and severe chronic absent range by developing and implementing a strategic positive attendance incentive program for students who 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

- ☒ Low Income
- ☒ Students with Disabilities
- ☒ Specific Student Groups:
White and Homeless subgroups

Timeline

7/1/25-6/30/26

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. Costs are covered by the district.

Students to be Served by this Strategy/Activity

- ☒ All

Timeline

07/01/2025 - 06/30/2026

Person(s) Responsible

Teachers, Attendance Team, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Wages and benefits for certificated staff
Amount	0
Source	None Specified
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 Specific Student Groups:
AA, LGBTQ+, students that have experienced trauma

Timeline

7/1/25-6/30/26

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,000
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

- X All

Timeline

7/1/2025 -6/30/2026

Person(s) Responsible

Administration, District Intervention Coordinator, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	17,603
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salary
Amount	16,745
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), CKH Survey data, and Panorama Survey data

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/01/2025- 6/30/2026

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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II

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

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$152,768
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$433,921.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	158,971	0.00
Title I Part A: Parent Involvement	3,154	0.00
LCFF	271,796	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	\$158,971.00
Title I Part A: Parent Involvement	\$3,154.00

Subtotal of additional federal funds included for this school: \$162,125.00

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	\$271,796.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$271,796.00

Total of federal, state, and/or local funds for this school: \$433,921.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	271,796.00
None Specified	0.00
Title I	158,971.00
Title I Part A: Parent Involvement	3,154.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	11,500.00
2000-2999: Classified Personnel Salaries	205,060.00
3000-3999: Employee Benefits	162,693.00
4000-4999: Books And Supplies	26,795.00
5000-5999: Services And Other Operating Expenditures	26,873.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	11,000.00
2000-2999: Classified Personnel Salaries	LCFF	122,577.00
3000-3999: Employee Benefits	LCFF	100,975.00
4000-4999: Books And Supplies	LCFF	20,070.00
5000-5999: Services And Other Operating Expenditures	LCFF	17,174.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified 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	81,983.00
3000-3999: Employee Benefits	Title I	61,649.00
4000-4999: Books And Supplies	Title I	5,500.00
5000-5999: Services And Other Operating Expenditures	Title I	8,339.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
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	1,225.00
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				
Fabiola Gazcon				X	
Laura Martin		X			
Cristina Moreno				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 October 16, 2025.

Attested:

	Principal, Denise Fenton on October 16, 2025
	SSC Chairperson, Jennifer Benjume on October 16, 2025

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) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
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 (site-funded) 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-minute WIN (What I Need) Time, all students will receive targeted small-group reading instruction from a grade-level teacher, supported by the Intervention Teacher and Paraprofessionals for students with the greatest need. Teachers will receive coaching and guidance from site and district literacy leaders to strengthen small-group practices and data-driven instruction. This focused approach will ensure that every student receives the right support at the right time, leading to improved literacy outcomes as measured by mCLASS, STAR Reading, CAASPP, and ELPAC. 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. We will continue working with Soluton Tree funded by the LCRS grant to continue our work with restructuring our PLCs to be more data-driven and focused on student learning. 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.			
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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			
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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) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Community Liaison and FACE Specialist (district-funded) will work to increase parent and community collaboration and improve attendance rates, particularly focusing on bridging the "connectedness gap" for SED, SWD, and the white and African American subgroups. We can enhance engagement and support for these students and their families. The Community Liaison and FACE Specialist will play a crucial role in establishing and nurturing relationships with parents of SED, SWD, and the white and African American subgroups through personal contact and attendance at engagement activities. By actively reaching out to families, the liaison and FACE Specialist 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 and FACE Specialist will work to address barriers to attendance and participation faced by SED, 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 SED, SWD, and the white and African American subgroup families, the Community Liaison and the FACE Specialist 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 at events 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 and other resources 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 SED, SWD, and the Homeless, 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 SED, Homeless, 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 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.			
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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 90.5%.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
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			
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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. 1 Supervision Aide is funded from LCFF, 1 4.5 hour/day and 1 1 hour/day Supervision Aide is funded out of General Fund, and 4 Supervision Aides are funded by the district allocation. 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 Rewards 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.			
We will increase daily attendance and decrease chronic absenteeism in the moderate chronic and severe chronic absent range by developing and implementing a strategic positive attendance incentive program for students who 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. Costs are covered by the district.			
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), CKH Survey data, 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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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