

School Year: **2023-24**



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Agua Caliente Elementary School
<b>Address</b>	30-800 San Luis Rey Drive Cathedral City, CA 92234-6045
<b>County-District-School (CDS) Code</b>	33-67173-6032387
<b>Principal</b>	Eric Antuna
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2023 - 6/30/2024
<b>Schoolsite Council (SSC) Approval Date</b>	October 26, 2023
<b>Local Board Approval Date</b>	December 12, 2023

This certifies that updates to my SPSA are completed

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

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# School Vision and Mission

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

## School Profile

Agua Caliente Elementary School is located in Cathedral City, California, a rapidly growing community in the Coachella Valley. As one of the sixteen elementary schools in the Palm Springs Unified School District, Agua Caliente serves approximately 590 students in grades TK (transitional kindergarten) through grade five. The School Plan for Student Achievement is updated annually by the Agua Caliente Elementary School Site Council. For more information about our school and to review our School Accountability Report Card, please visit our school web page ([www.aguacalienteschool.us](http://www.aguacalienteschool.us)) or stop by the school office. We are an educational team who believes that our students can and will develop the skills necessary for life long success. We provide a safe and secure environment in which students, teachers, parents, and community work together to ensure each learner will achieve his/her full potential. Instruction within a collaborative model is used to ensure all students have access to the core curriculum. A pyramid of interventions has been established to meet the various educational needs of our students. This three tiered process enables us to help support students, so that they reach grade level standards. Through teamwork and the SST process, students who are struggling are assessed using assessments selected from the core curriculum. Students are grouped for instructional purpose according to their assessed performance. Following assessment, students receive instruction at their reading level utilizing a variety of service delivery models including: Small Group Instruction, One-on-One Tutoring, Direct Instruction, Cooperative Learning, Computer Assisted Learning, etc. Identified students with disabilities are provided extra supports delivered within the regular education classes, push in instruction, or pull out support with consultation from special education personnel. Two Functional Life Skills Classes are offered for students in Grades TK-3.

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

### Implement California Content Standards:

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

### Enhance Data Reporting

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

### Focus on English Language Learners

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

### Provide Interventions in Literacy and Mathematics

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

### Increase Parent Involvement

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

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

## Purpose and Description

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

☑ Schoolwide Program

☑ Additional Targeted Support and Improvement

Targeted student groups include Homeless and Students with Disability for their chronic absenteeism.

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

As a Title I Schoolwide Program, Agua Caliente Elementary 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 comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, the STAR Online Assessment program, and running records, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Agua Caliente Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

#### SSC Election Dates and Results

Nominations for teacher members of the School Site Council were requested to submit names to the school principal. Ballots were sent out in mid September, voting closed on September 30, 2022 and members were announced to staff and families on September 30, 2022. The election was for one teacher, the rest of the council was partway into their two year term. Parents on the council were: Elmer Diaz, Frankie Espinoza, Santa Oliva, Ana Santana, and Susana Serrano. Teachers: Alicia Mitre, Sandra Nuño, and Jorge Zaiden (who was elected for the 2022-2024 term. Classified/Other Staff: Yadira Milward.

#### SSC and ELAC Meeting Dates and Topics

August 31, 2022

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

October 3, 2022 SSC & ELAC

Overall Budget updates were shared with SSC regarding allocations for the year, elections for President, Vice President and Secretary. In addition, the agenda included welcoming new members, proposed dates, overview of the Bylaws, and a review of the school plan and needs assessment. Overview of the members roles took place. SSC members met regarding a change in funding of our school-community liaison as well as the bylaws, the home-school compact, the Agua Caliente Family Engagement Policy, the Safe School plan the continued delegation of ELAC to the SSC. Position and budgeted discussions around the elimination of our prevention specialist and use the salary savings to establish the full time community liaison, increase Paraprofessionals hours to maintain positions, and increase supervision aide time.

May 3, 2023 SSC & ELAC

Discussions occurred around the school plan for 23-24. As a result of a needs assessment and review, the council voted to continue with expenditures for paraprofessional and supervision aides and community liaison. Attendance data

discussed. Student data discussed and reviewed briefly with the interventions listed in the SPSA including discussion centered on the areas of Attendance, Academics (ELA and Math), English Learner Performance, Discussion around school events, activities, DELAC and ELAC (attendance monitoring, attendance incentives). Designated ATSI support in the SPSA for the 23-24 school year.

Current Strategies were shared:

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

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

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

May 17, 2023 SSC & ELAC

SSC summary discussion on SPSA for 23-24.

Leadership Team Meetings

- September 27, 2022 - STAR Data discussion, intervention supports introduced.
- November 7, 2022 - Data updates/discussion, needs assessment results discussed.
- January 17, 2023 - SEL and Student Placement information shared for 2023 planning.
- February 14, 2023 - Discussed Budget Considerations for 2023-2024 expenses .
- April 25, 2023 - Finalized review of the proposed consideration submitted for approval to SSC & ATSI Information for 23/24.

Family Engagement Meetings

- October 21, 2022 - Shared information on overall school plans
- January 27, 2023 - Shared SEL Data and Family Engagement Volunteer Information
- April 21, 2023 - Shared Dashboard, ATSI, and Attendance Data and an overview of the SPSA for 23/24.

Additional Targeted Support & Improvement Meetings

- April 21, 2023 - Family Engagement Meeting
- April 25, 2023 - Leadership Meeting
- May 3, 2023 - School Site Council & Staff Meeting

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

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

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

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

## Resource Inequities

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

At Agua Caliente Elementary School there are many opportunities available to increase the social and academic performance of students. 95.6% of all school students that attend the school are Socioeconomically Disadvantaged. Approximately 53.5% of all students are English Learners. The apparent inequities based on our needs assessment are access to mental health services, access to regular health care, access to food and shelter, services and supports in languages other than English, English proficiency in the home, access to technology and internet services, and post-secondary education opportunities for adults living in the home. Agua Caliente Elementary School has attempted to combat these inequities by partnering with FIND Food Bank monthly, hosting a mobile medical unit from Borrego Health monthly, partnering with El Sol, a community outreach group to support families in understanding healthy choices, maintaining healthy living and accessing medical care through various clinics offered in the valley. Access to these supports will be supported through our community liaison and our school counselor.

Through our needs assessment and ATSI designation, we identified a resource inequity within our English Learner student group. Based on 2022 CA School Dashboard results, our English Learner and Students with Disabilities groups are performing below our all student groups. English learners trail by 4.9 points where as Students with Disabilities trail by 56 points (overall AC ELA students are 68.2 points below standard). 2022-23 Star test results indicate a continuing gap for English Learners and Students with Disabilities reading. In Goal 1 of our 2023-2024 plan, we have addressed this inequity through actions that include our community liaison being in contact of SWD, EL, and homeless families who are at risk of becoming chronically absent and using site funds to support Foundational Reading Skills supplemental curriculum, PD, and materials to support our resource program and English learners in small groups.

## Needs Assessment – Review of Performance

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

**Suspensions**  
For all students, the suspension rate was at 1.2%, a decrease of 0.4% from the year before, accounting for 8 suspension counts for the 2022-2023 school year.

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

**ELA Indicator:**  
107 Students in Grades 1-3 have access to the district funded Intervention Teacher that works with the LLI program to provide intensive reading remediation instruction. Over the year, 20 students have been successfully exited with approximately 10-20 more slated to meet their goals by the end of the year. Student supported include:

1st - 53 students  
2nd - 31 students  
3rd - 23 students

**Math Indicator:**  
Grade 3 (when compared to the same students in grade 2)  
Math 2021-2022 - 46% at or above grade level  
Math 2022-2023 - 52% at or above grade level (6% increase)

**ELA Indicator:**  
Grade 3 (when compared to the same students in grade 2)  
ELA 2021-2022 - 23.1% at or above grade level  
ELA 2022-2023 - 35.4% at or above grade level (12.3% increase)

Grade 5 (when compared to the same students in grade 2)  
ELA 2021-2022 - 25% at or above grade level  
ELA 2022-2023 - 31.4% at or above grade level (6.4% increase)

On the Student Growth Percentile, students with disabilities are meeting the goals at 50% versus the general education peers of 37.5%.

In attendance, there is a lot of growth to be had, however, homeless students and non homeless students represented the same percentage of students who were at moderate or severe chronic absenteeism (both groups are represented at 12%).

44.9% of English Learners are making growth.

**SEL Indicator:**  
Students indicated on the Panorama Survey that they felt that adults encourage to work hard (84%, the same as last year), Students also indicated positive support for teachers allowing them to take part in

## Reflections: Success

classroom discussions and activities (77% and a 3 point increase) and teachers going out of their way to help students (80% accounting for a 1 point increase).

Supporting Actions:

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

The Language and Literacy Initiative has provided students with a opportunity to work 3:1 in a small group setting on Tier II academic interventions and continues to provide students with exceptional Tier II support.

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

Fall 2023 Update:

Attendance - Our attendance rate is still a concern, however, there has been a pointed effort to get students to school. We have worked diligently on getting students to attend. First Trimester projections show a 93.5 attendance rate.

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 SchoolZilla Dashboard:

Supporting Actions

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

ELA Indicator:

Grade 4 (when compared to the same students in grade 3)

ELA 2021-2022 - 27.1% at or above grade level

ELA 2022-2023 - 25.8% at or above grade level (1.3% decrease)

Math Indicator:

Grade 4 (when compared to the same students in grade 3)

Math 2021-2022 - 40% at or above grade level

Math 2022-2023 - 30.8% at or above grade level (9.2% decrease)

Grade 5 (when compared to the same students in grade 4)

Math 2021-2022 - 46% at or above grade level

Math 2022-2023 - 33.7% at or above grade level (12.3% decrease)

On the Student Growth Percentile, students with disabilities are only meeting the goals at 33.3% versus the general education peers of 72.7%.

In attendance, while both the homeless and non-homeless students are represented by the same 12%, 32% of homeless students are at risk of moderate chronic absenteeism. Only 55% of homeless students have satisfactory attendance, whereas non homeless students are represented at 61%.

While 44.9% of English Learners are making growth, 38.9% maintained their level and 16.2% of students went down a level.

Supporting Actions

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

**Reflections:  
Identified  
Need**

extra support in first and second grade will be getting support from district supported temporary contract teacher. English learners in need will be identified as a group to participate in the program.

Chronic absenteeism has been an issue that has affected students all year. Overall 46.1% of students (310 of 672 students are chronically absent). English learners account for 43.7% where non English learners account for 52.9% and 48.9% of Students with Disabilities are chronically absent compared to 45% of students without a disability. This will be addressed in our plan for the 2023-2024 school year.

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

Fall 2023 Update:

Beginning of Year STAR Reading tests in grades 2-5 show 48% of students in need of urgent intervention, 16.5% in need of intervention, 9.8% of students are on watch, and 25.7% are at or above benchmark (however that score is at the 40th percentile). Foundational Skills continue to be a concern. In all grades, 1st to 5th, a majority of students are missing basic phonics, phonemic awareness, and early literacy skills. A focused effort on backfilling students' understanding of the alphabetic principals are underway through the use of UFLI, Heggerty, and Language Comprehension. We eagerly await our Middle of Year Benchmark Data.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.17%	0.48%		1	3
African American	0.9%	1.05%	0.64%	5	6	4
Asian	0.2%	0.35%	0.48%	1	2	3
Filipino	0.9%	0.52%	0.96%	5	3	6
Hispanic/Latino	95.3%	94.76%	93.77%	562	542	587
Pacific Islander	%	%	0.16%			1
White	1.7%	1.75%	1.92%	10	10	12
Multiple/No Response	1.2%	1.40%	1.6%	7	8	10
	<b>Total Enrollment</b>			590	572	626

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	112	88	102
Grade 1	101	102	92
Grade 2	106	103	118
Grade3	95	109	105
Grade 4	86	84	119
Grade 5	90	86	90
<b>Total Enrollment</b>	590	572	626

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	365	356	266	67.5%	59.7%	45.10%
Fluent English Proficient (FEP)	57	81	95	10.5%	13.6%	16.10%
Reclassified Fluent English Proficient (RFEP)	36	53	42	9.5%	14.5%	15.8%

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>572</b>	<b>95.6</b>	<b>53.5</b>	<b>0.3</b>
Total Number of Students enrolled in Agua Caliente Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	306	53.5
Foster Youth	2	0.3
Homeless	50	8.7
Socioeconomically Disadvantaged	547	95.6
Students with Disabilities	72	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0
American Indian	1	0.2
Asian	2	0.3
Filipino	3	0.5
Hispanic	542	94.8
Two or More Races	8	1.4
Pacific Islander		
White	10	1.7

**Conclusions based on this data:**

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

# School and Student Performance Data

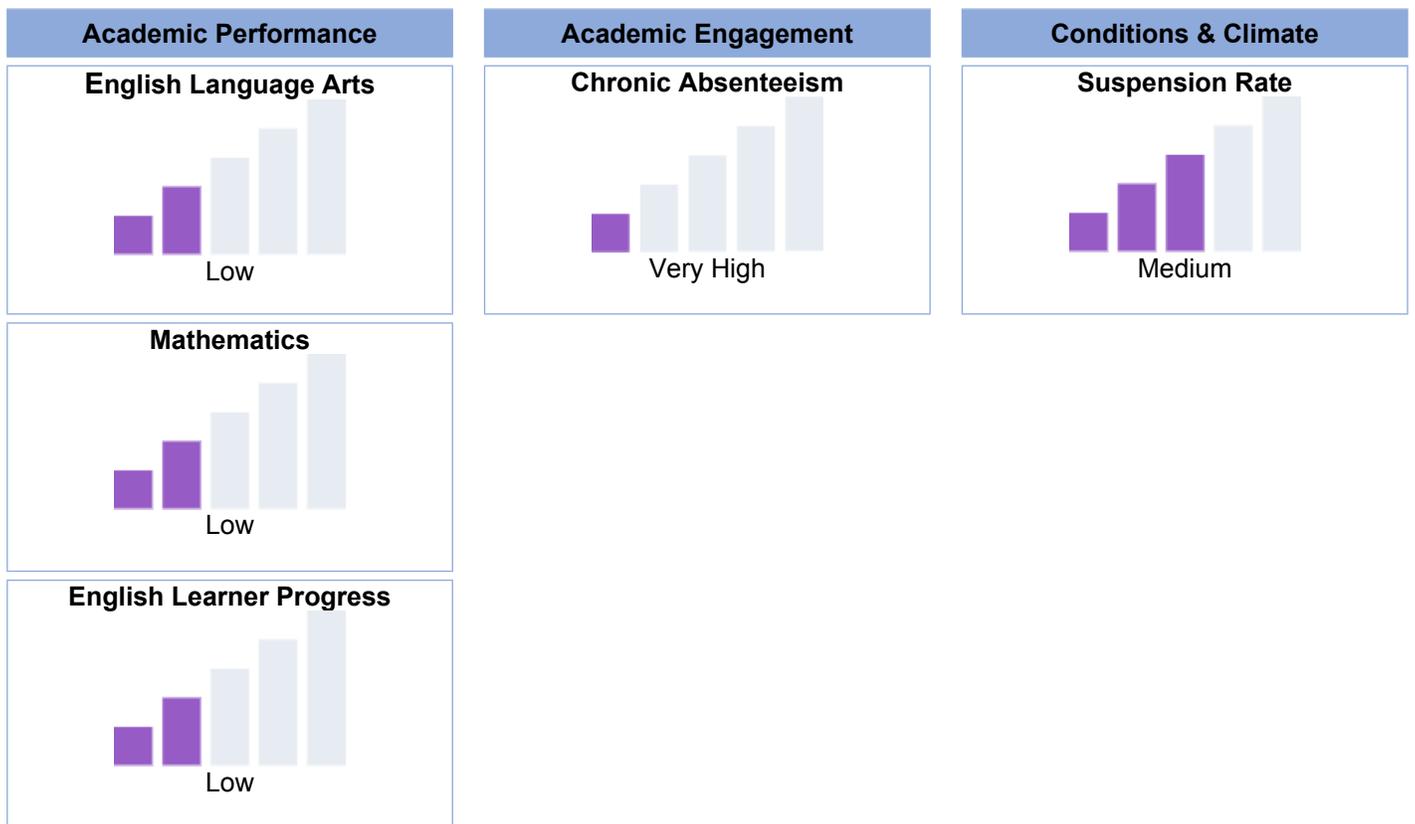
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



### Conclusions based on this data:

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



# School and Student Performance Data

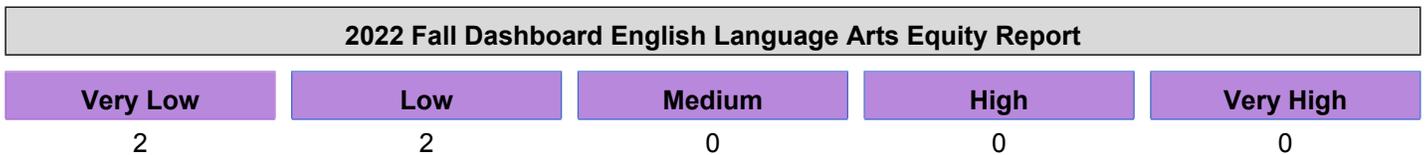
## Academic Performance English Language Arts

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

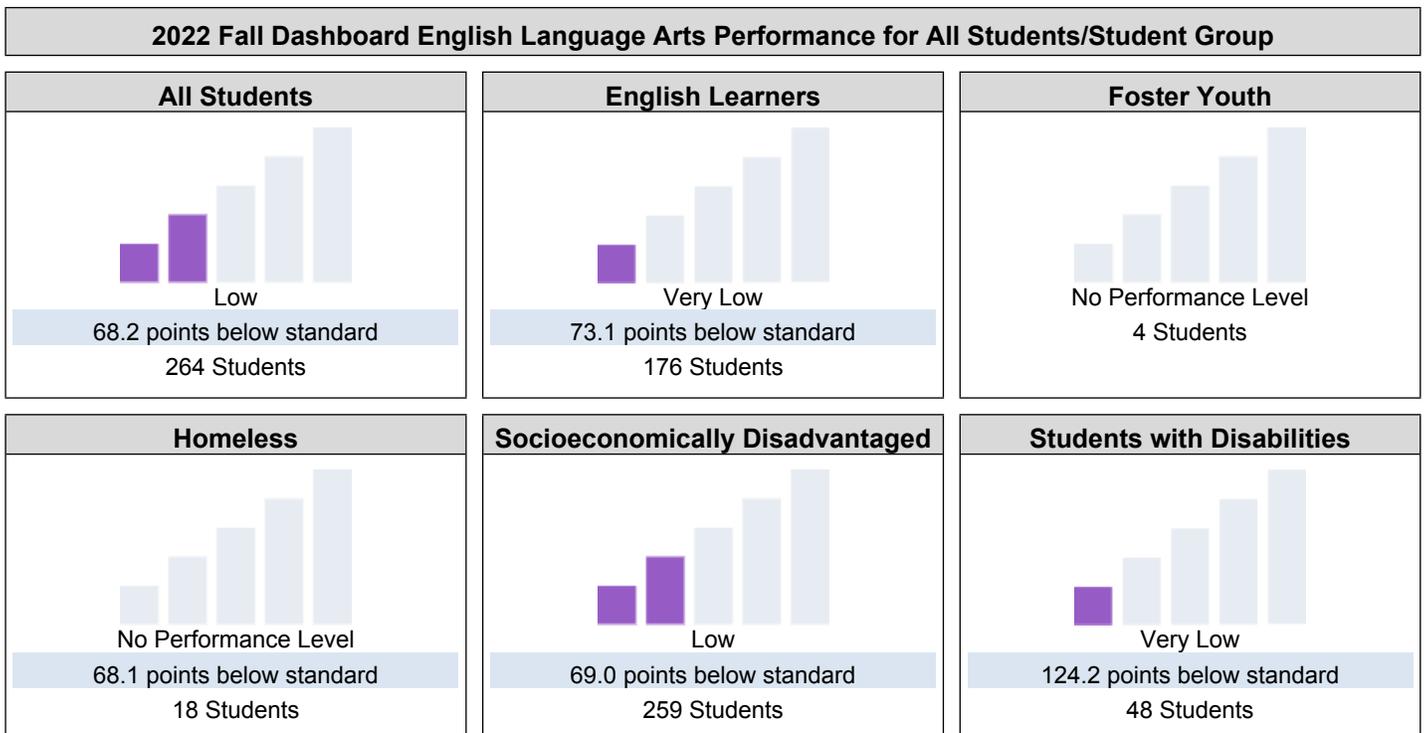
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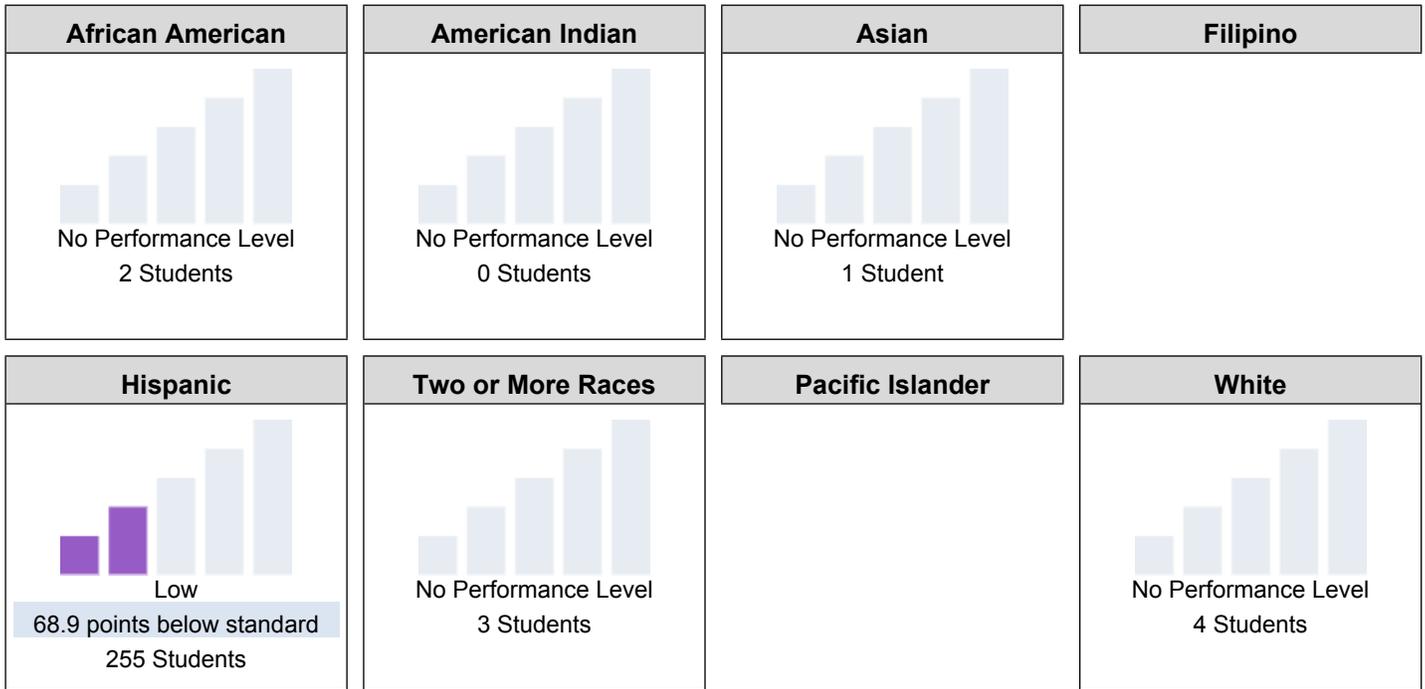
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
98.4 points below standard 133 Students	5.3 points above standard 43 Students	67.6 points below standard 77 Students

**Conclusions based on this data:**

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

# School and Student Performance Data

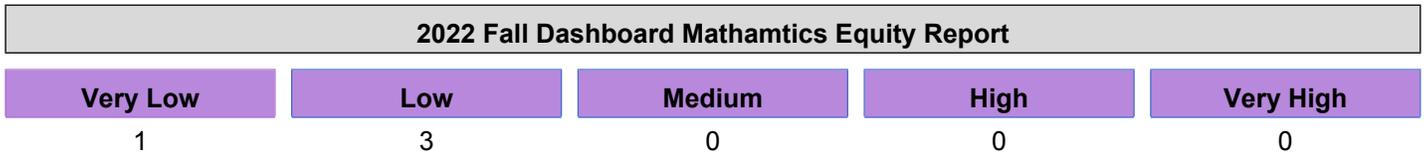
## Academic Performance Mathematics

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

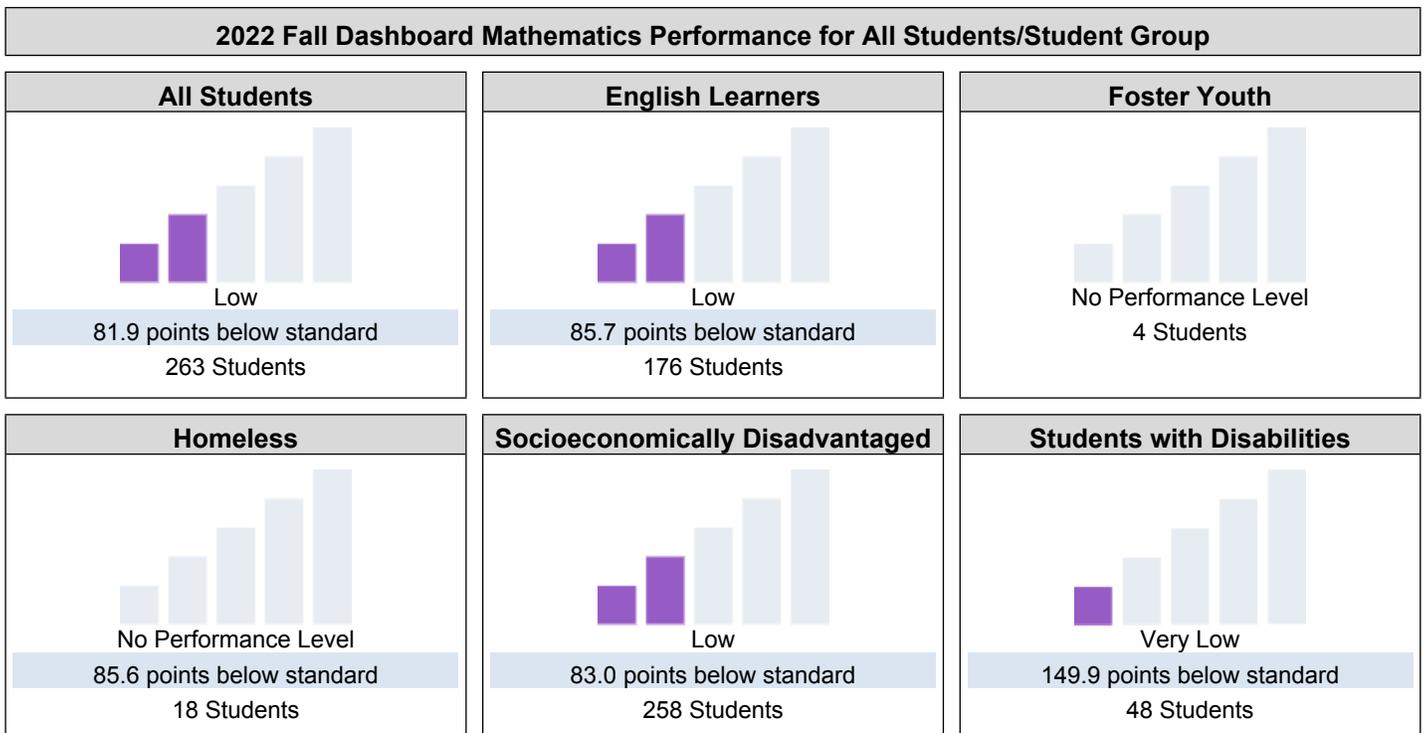
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



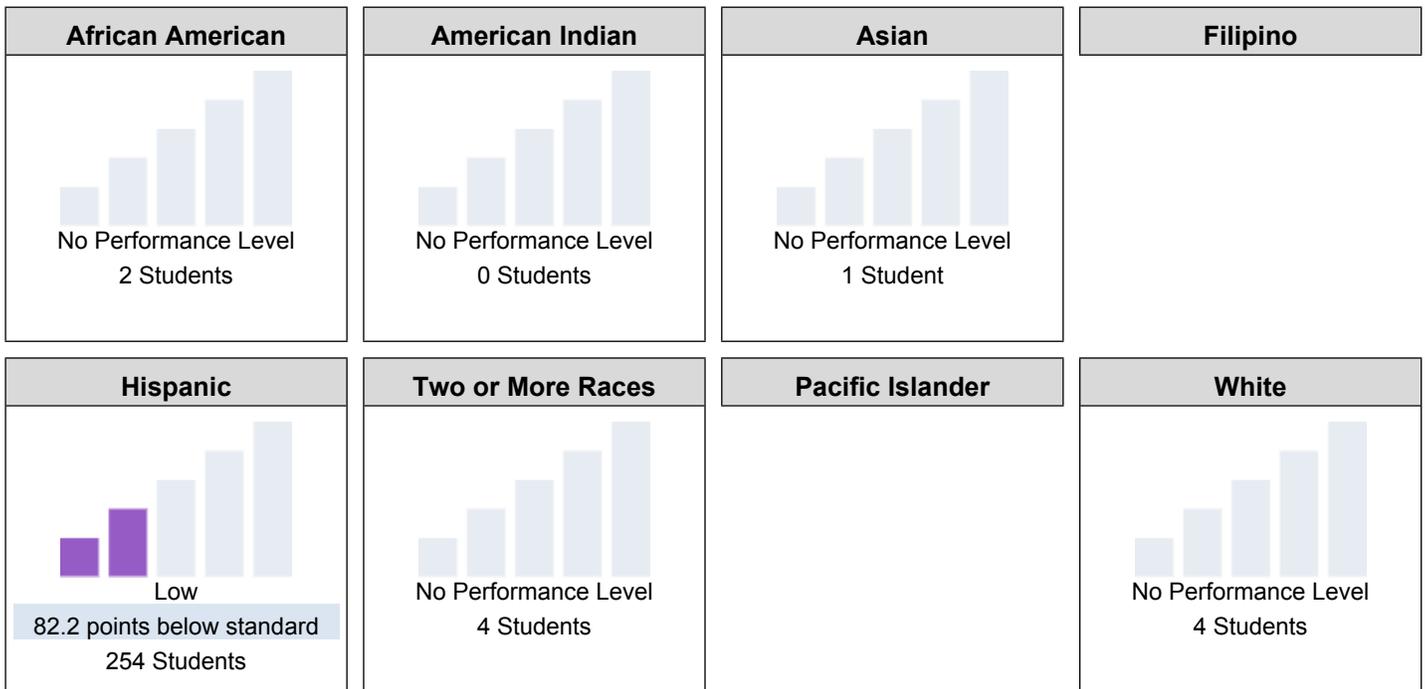
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">109.6 points below standard</p> <p>133 Students</p>	<p style="background-color: #e6f2ff;">12.0 points below standard</p> <p>43 Students</p>	<p style="background-color: #e6f2ff;">80.0 points below standard</p> <p>76 Students</p>

**Conclusions based on this data:**

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

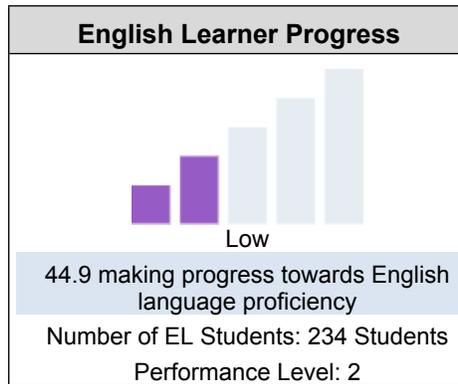
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.2%	38.9%	0.4%	44.4%

#### Conclusions based on this data:

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

# School and Student Performance Data

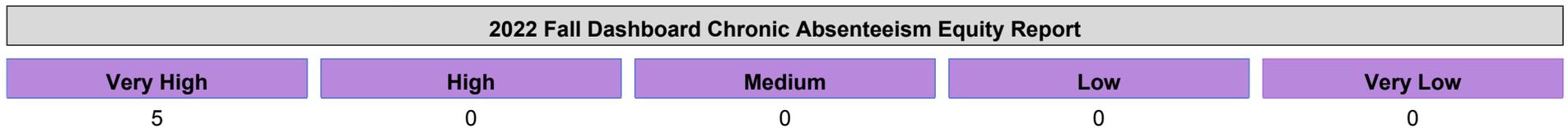
## Academic Engagement Chronic Absenteeism

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

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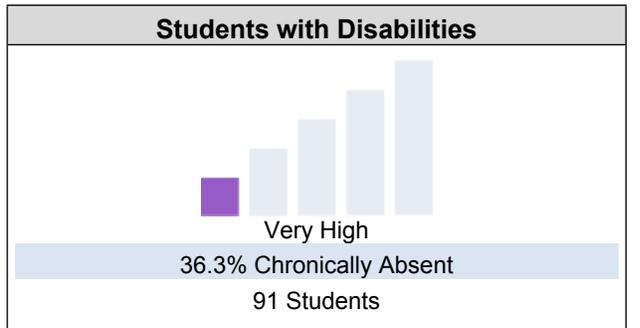
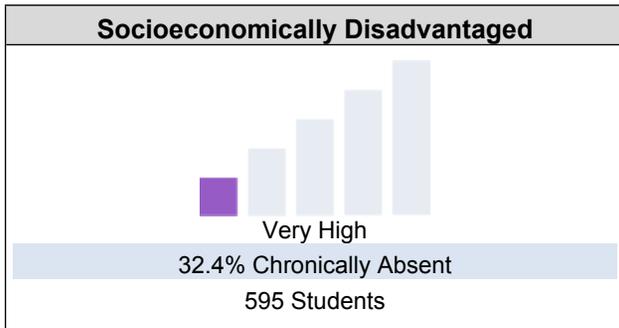
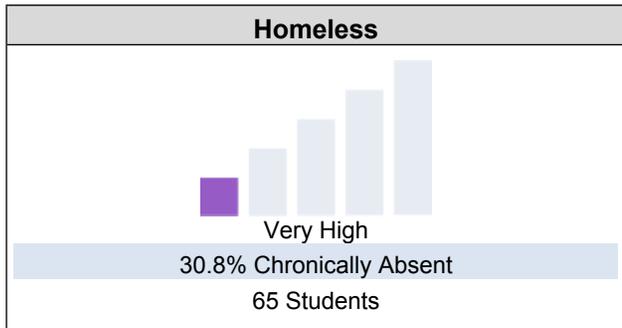
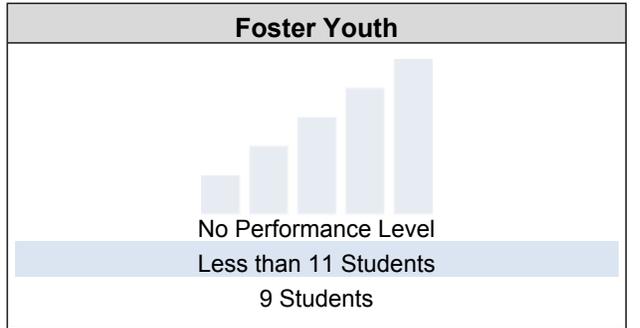
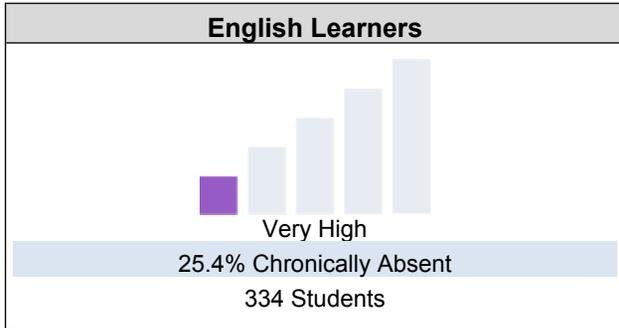
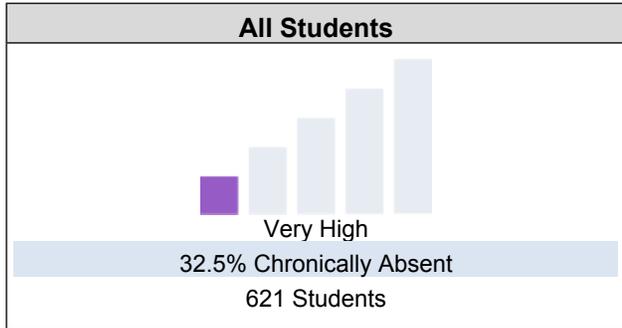


This section provides number of student groups in each level.

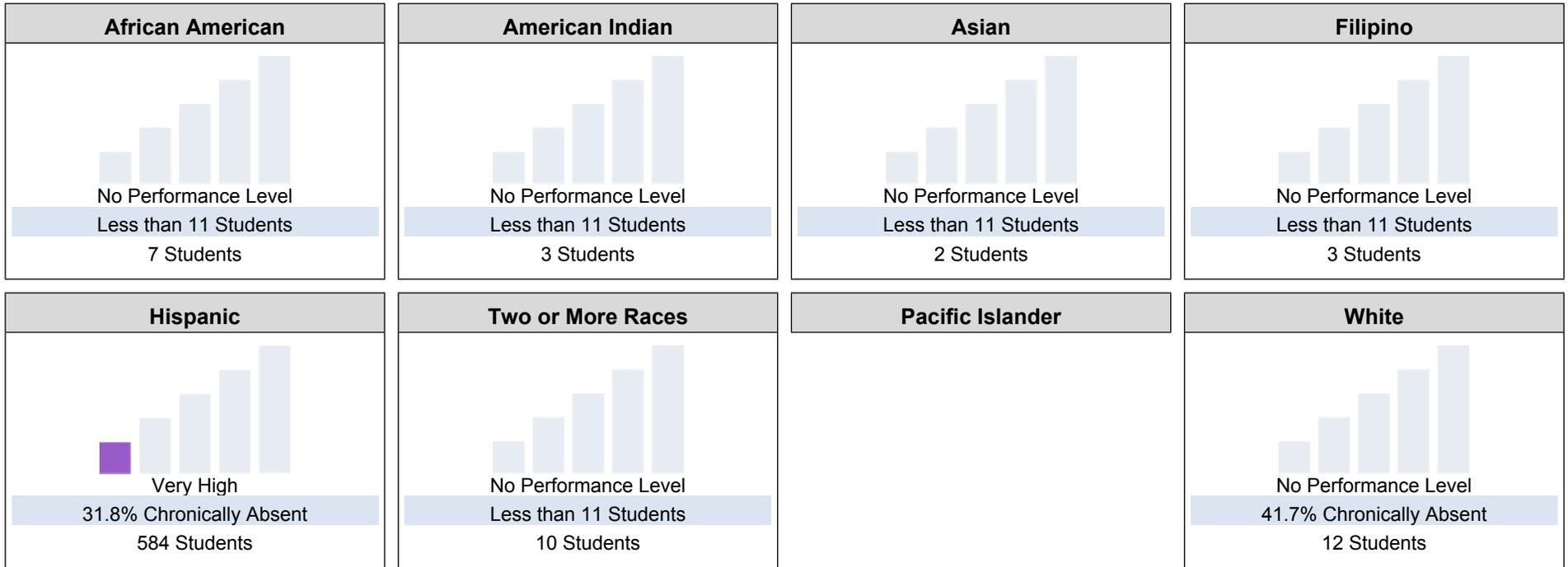


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Many students at Agua Caliente are chronically absent.

# School and Student Performance Data

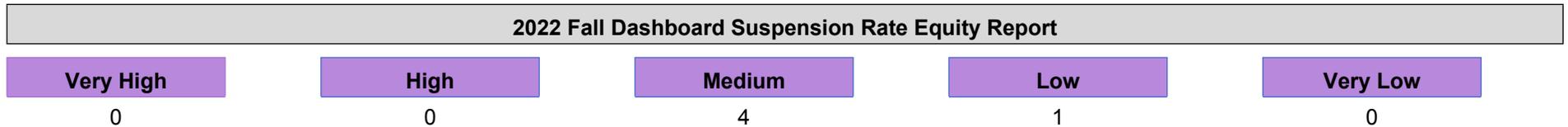
## Conditions & Climate Suspension Rate

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

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

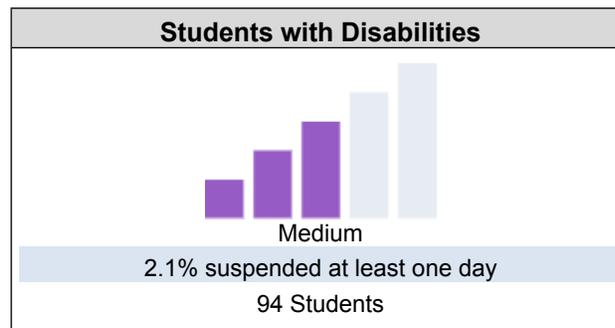
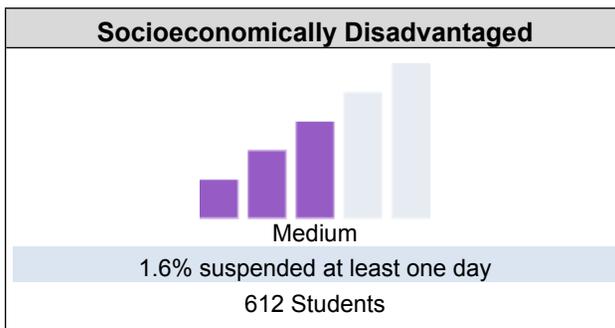
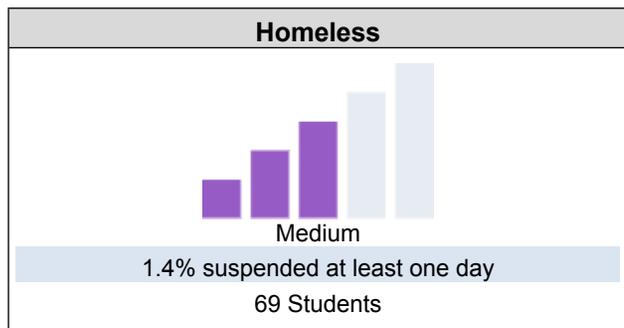
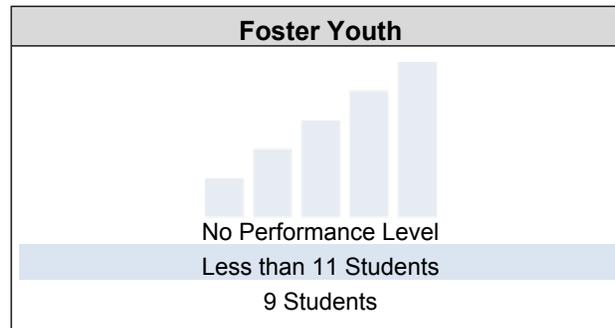
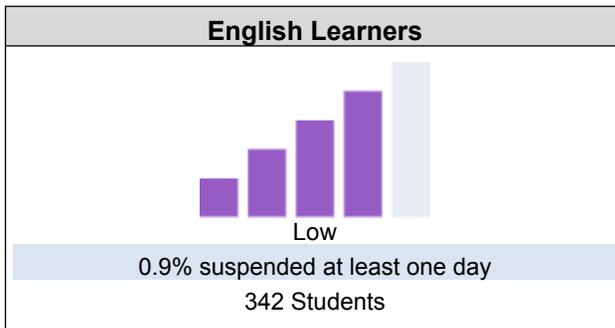
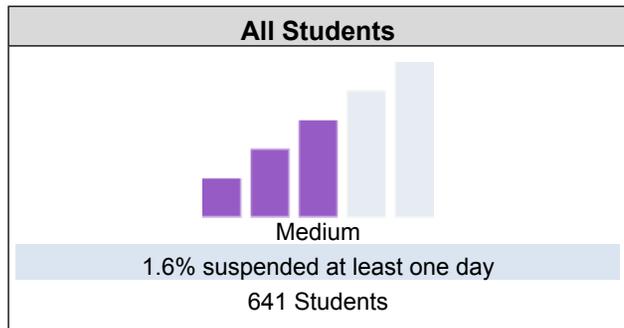


This section provides number of student groups in each level.

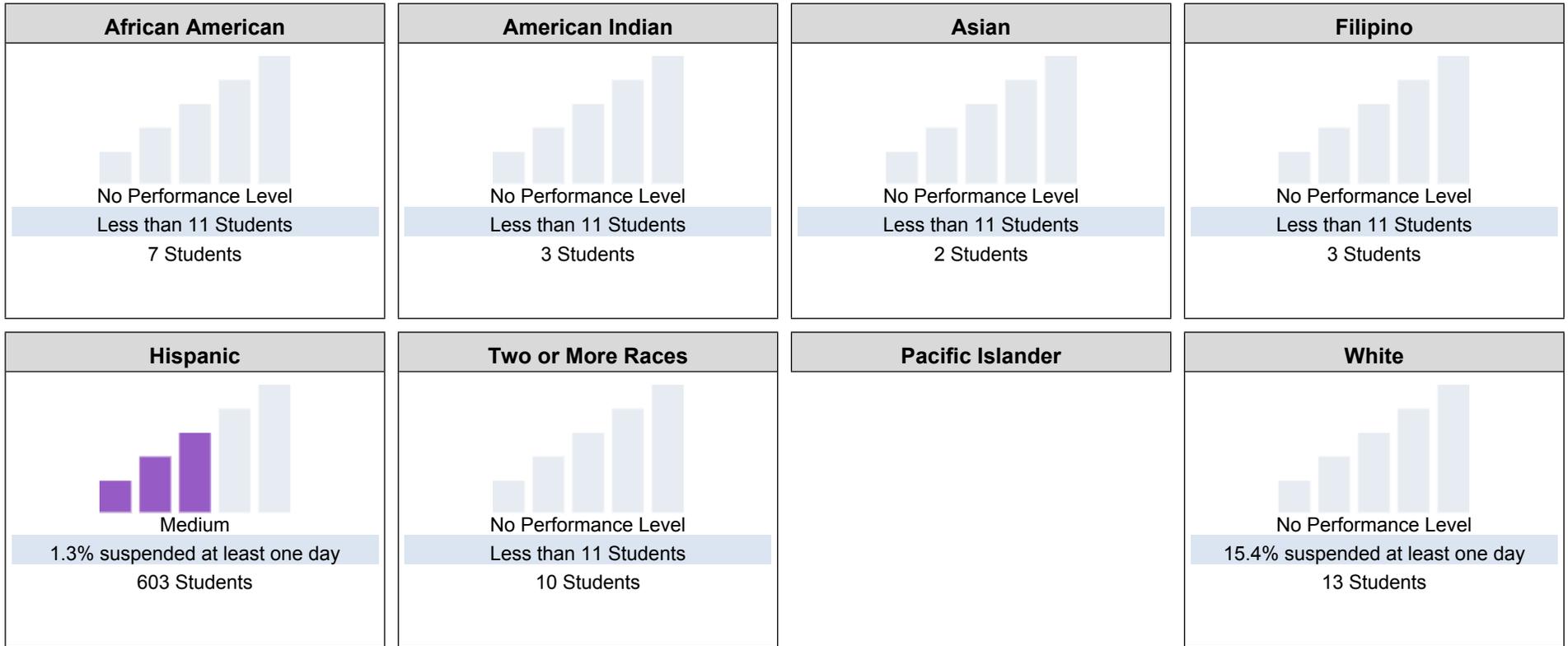


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 1 – Increased Academic Achievement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																								
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>45.2 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>47.8 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>45.9 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>46.4 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>SWD</td> <td></td> <td>112.7 points below standard</td> <td>Increased ++20 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	45.2 points below standard	Increased ++10 points	EL	Yellow	47.8 points below standard	Increased ++10 points	Hisp	Yellow	45.9 points below standard	Increased ++10 points	SED	Yellow	46.4 points below standard	Increased ++10 points	SWD		112.7 points below standard	Increased ++20 points	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) 68.2 points below standard English Learners (EL) 73.1 points below standard Hispanic (Hisp) 68.9 points below standard African American (AA) - no performance level Socioeconomically Disadvantaged (SED) - 69 points below standard Students with Disabilities (SWD) 124.2 points below standard
St. Group	Color	DFS/Percentage	Change																							
All	Yellow	45.2 points below standard	Increased ++10 points																							
EL	Yellow	47.8 points below standard	Increased ++10 points																							
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California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>44.1 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>45.9 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>44.6 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>45.1 points below standard</td> <td>Increased ++10 points</td> </tr> <tr> <td>SWD</td> <td></td> <td>101 points below standard</td> <td>Increased ++20 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	44.1 points below standard	Increased ++10 points	EL	Yellow	45.9 points below standard	Increased ++10 points	Hisp	Yellow	44.6 points below standard	Increased ++10 points	SED	Yellow	45.1 points below standard	Increased ++10 points	SWD		101 points below standard	Increased ++20 points	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) 81.9 points below standard English Learners (EL) 85.7 points below standard Hispanic (Hisp) 82.2 points below standard African American (AA) no performance level Socioeconomically Disadvantaged (SED) 83 points below standard Students with Disabilities (SWD) 149.9 points below standard
St. Group	Color	DFS/Percentage	Change																							
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SED	Yellow	45.1 points below standard	Increased ++10 points																							
SWD		101 points below standard	Increased ++20 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 - 30%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 11.63% of students met or exceeded																								

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Medium - 55%	California School Dashboard – English Learner Progress Indicator (ELPI) - 44.9% of students are making progress
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Meet or exceed county rate or grow by 2%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 7.5%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 20% Exceeded, 30% Met, 30% Nearly Met, 20% Did Not Meet	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)All Students (ALL) ELA - 22.77% Exceeded, 19.4% Met, 22.58% Nearly Met, 35.25% Did Not Meet
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered around student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic performance using multiple assessment measures	The focus of data teams was on students attendance and delivering instruction that was impactful and meaningful. Professional development centered around student engagement. In addition to these instructional strategies, teachers focused on social/emotional learning in collaboration with our school counselor.	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 4,409</p> <p>Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc.</p>	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 2,150</p> <p>Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and the results of these measures. The focus will be on ELA, Math, science, ELD, and social-emotional learning.</p>		<p>1000-1999: Certificated Personnel Salaries LCFF 1,500</p> <p>Collaboration/Guest Teacher Costs for articulation. 1000-1999: Certificated Personnel Salaries Title I 1,000</p> <p>Conferences/PD/Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I 2,212</p> <p>Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students 2000-2999: Classified Personnel Salaries Title I 4,687</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 1,595</p> <p>Collaboration/Guest Teacher Costs for articulation. 1000-1999: Certificated Personnel Salaries Title I 2,610</p> <p>Conferences/PD/Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I 3,937</p> <p>Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students 2000-2999: Classified Personnel Salaries Title I 5,500</p>
<p>Extended learning opportunities will be provided for students in need of academic and behavioral interventions: Counseling, Small Group Instruction, Before school, After school, Wednesdays, Saturdays, and Intersessions will be offered throughout the school year designed with goal of enhancing the learning for student identified at each grade level that need the additional support.</p>	<p>Extended learning opportunities for students was delivered before and after school including Wednesdays. Many of these opportunities were offered in conjunction with the district's Expanded Learning Program.</p>	<p>Time cards for Extended Day before/after school and weekends/school breaks 1000-1999: Certificated Personnel Salaries LCFF 2,000</p> <p>Time cards for Extended Day before/after school and weekends/school breaks 2000-2999: Classified Personnel Salaries</p>	<p>Time cards for Extended Day before/after school and weekends/school breaks 1000-1999: Certificated Personnel Salaries LCFF 2,000</p> <p>Time cards for Extended Day before/after school and weekends/school breaks 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 3,250	LCFF 6,800
		Supplemental Materials/Resources for Intervention 4000-4999: Books And Supplies LCFF 2,000	Supplemental Materials/Resources for Intervention 4000-4999: Books And Supplies LCFF 3,193
		Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 479	Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 700
		Materials for student acknowledgement of academic achievement 5800: Professional/Consulting Services And Operating Expenditures LCFF 4,000	Materials for student acknowledgement of academic achievement 5800: Professional/Consulting Services And Operating Expenditures LCFF 7,000
Students will be supported with the STAR/AR Program and other online interventions during library time, small group time, and before and after school.	Students regularly tested in the program and the provided teachers with levels on how students were performing over the course of the year with tracking done by our librarian and classroom teachers.	Renaissance Learning, Technology, Books, Learning Dynamics, Scholastic News, other supplemental classroom materials 4000-4999: Books And Supplies Title I 4,000	Renaissance Learning, Technology, Books, Learning Dynamics, Scholastic News, other supplemental classroom materials 5800: Professional/Consulting Services And Operating Expenditures Title I 8,538
Classroom paraprofessionals will provide support in school and after school across all content areas in	Small groups were run by classroom paraprofessionals in classrooms. This support was	Salaries for one 5.75 hour bilingual aide	Salaries for one 5.75 hour bilingual aide

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>grades TK-5 in the form of small group instruction targeted to meet student needs based on academic performance data. Bilingual paraprofessionals will support ELL students in the area of increasing English proficiency across all content areas. Additional time will be given to classified staff to support student academic and behavioral interventions, before, during, and after school and on weekends and school breaks.</p>	<p>given to students during the school day and after school, including Wednesdays, before school, and over the school breaks.</p>	<p>2000-2999: Classified Personnel Salaries Title I 20,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF 23,240</p>
		<p>Benefits for one 5.75 hour bilingual aide 3000-3999: Employee Benefits Title I 4,000</p>	<p>Benefits for one 5.75 hour bilingual aide 3000-3999: Employee Benefits LCFF 9,071</p>
		<p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries LCFF 2,000</p>	<p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries LCFF 4,056</p>
		<p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries Title I 158</p>	<p>Extra Duty for Classified Support 2000-2999: Classified Personnel Salaries Title I 1,571</p>
		<p>Salary for two 7 hour bilingual aide positions 2000-2999: Classified Personnel Salaries LCFF 70,000</p>	<p>Salary for two 7 hour bilingual aide positions 2000-2999: Classified Personnel Salaries LCFF 31,099</p>
		<p>Benefits for two 7 hour bilingual aide positions 3000-3999: Employee Benefits LCFF 31,000</p>	<p>Benefits for two 7 hour bilingual aide positions 3000-3999: Employee Benefits LCFF 27,776</p>
		<p>Increase Paraprofessional I aides to 7 hours 2000-2999: Classified Personnel Salaries LCFF 6,500</p>	<p>Increase Paraprofessional I aides to 7 hours 2000-2999: Classified Personnel Salaries LCFF 10,886</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits to increase Paraprofessional I aides to 7 hours 3000-3999: Employee Benefits LCFF 25,500	Benefits to increase Paraprofessional I aides to 7 hours 3000-3999: Employee Benefits LCFF 37,113
Provide an online assessment and/or learning system to augment and support a Multi-Tiered System of Support for all students.	We focused on providing students with some basic phonics and phonemic awareness skills that were delivered through the Heggerty and UFLI supplemental curriculums.	Provide for supplemental curriculum and instruction for phonics and intervention instruction. 4000-4999: Books And Supplies Title I 2,879	Provide for supplemental curriculum and instruction for phonics and intervention instruction. 4000-4999: Books And Supplies Title I 12,036

## Analysis

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

The implementation of these goals were implemented to the best of staff and students' abilities. This year's needs were seen in SEL and Mental Health needs and caused for a lot of teachers to adjust their curriculum to include daily lessons. In addition, teachers worked with students in small groups through the assistance of instructional aides and collaborated on student needs through analysis of data taken from the STAR assessment intervals at the district benchmark windows. Through these analyses, needs were identified and targeted for the 2022-2023 school plan. Needs Include:

1. Overall, we remain at an academic level that shows significant need. In ELA, overall students are 68.2 points below standard, English learners trail at 73.1 points below standard and Students with Disabilities are very low at 124.2 point below standard. In Math, all students are 81.9 points below standard, English Learners are 85.7 points below standard, and Students with Disabilities at a very low 149.9 points below standard.
  2. Student with disabilities continue trail behind students without an IEP in all areas as noted above and in local data (STAR), in Math students with a disability are at 16.7% whereas students without a disability are at 36.2%. In ELA, the trend is similar with students with a disability scoring 7.1% proficient and students without a disability scoring 38% proficient.
  3. English Learner testing results identify students at 4 levels. Agua Caliente has 9.2% at Level 4, 33.3% at Level 3, 38.9% at Level 2, and 18.6% at Level 1, showing a significant need (more than 60%) of students in need of major English language support. Overall, 44.4% of students progressed one level, 38.9% of students maintained their level, and 16.2% of students dropped a level.
  4. Student absences are posing a challenge to our students, we have planned for increasing aide hours to provide intervention support on Wednesdays afternoons and before/after school. Currently the attendance rate is 89.1% of students regularly attending school.
- ASTI Needs:
1. Supporting students who are homeless (including shared residency students) to get to school more regularly (currently homeless students lag behind the all student group in current attendance: 55% vs 61% respectively).
  2. Close the achievement gap between students with disabilities and those without a disability (currently SWD are more than 100 points behind the all student group).

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

The district provided the funds for a 7 hour recess coach and provided more supervision time. Additionally, the cost of our community liaison was significantly higher so we had to move another aide position from Title I to LCFF. These funds opened up opportunities to re-allocate funds for materials and supplies used in the classrooms for supplemental materials from Title I and LCFF funding for Spring Enrichment. Additionally, some positions went unfilled at the beginning of the year due to staff changes, which resulted in some salary savings and reallocations for materials and supplies for classroom use.

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

Discussion from staff and leadership in regards to the paraprofessionals that are needed to support programs like school-wide guided reading. This resulted in the need to expand the hours and offer benefits to paraprofessionals to be competitive with the plethora of open positions. This resulted in increasing the hours of our Paras to 7 hours - there was a lot less turnover this year in staffing. Now we recognize that there is significant time needed for students to engage in ongoing interventions, however, the need for this will be in providing that support for students. We will be looking at increasing the hours of a Paraprofessional II who can supervise other paras and support students on Wednesday afternoons, at this is an untapped time for students to get ongoing intervention, but also a time for teachers to to analyze data to determine where our students are over the course of the year. More information on this can be found in the new goals, strategies, and proposed expenditures.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 2 – Parent Engagement

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes will be 450 Responses	Parent Participation in Stakeholder Input Processes were 211 responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable African American (AA) -	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 99% of families scored favorable Hispanic (Hisp) - 99% of families scored favorable African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable African American (AA) -	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 99% of families scored favorable Hispanic (Hisp) - 99% of families scored favorable African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 80% of students	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 76% of students (across all events including Parent/Teacher Conferences, monthly family engagement meetings, etc.)
Community Liaison Effectiveness	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" of 96% or higher - goal of 98%.	Number of parents/family members who answer the question positively: "I feel welcome to participate at this school" - 100% of participants scored favorably

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Agua Caliente will provide parent training to help educate parents about the CA Standards, ways to help their children at home, social-emotional learning strategies, growth mindset, and college and career readiness. These events will include education opportunities like Kindergarten Orientation, Family Literacy/Math/Science Nights, festivals, family reading mornings, family involvement meetings, etc.</p>	<p>Over the course of the year, parents at Agua Caliente engaged with the principal and teachers over Zoom. There were more than 8 engagement meetings to assist families in accessing online resources for their students, as well as community resources for food and vaccines.</p>	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,200</p>	<p>Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,004</p>
<p>Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. These meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, school year progress, and means by which to assist students at home.</p>	<p>There were virtual parent engagement meetings that shared information about how to help their students and engage with State and Federal Programs. The online/virtual option has been a preferred method of getting parents information.</p>	<p>Classified Hourly Time Cards 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,269</p>	<p>Classified Hourly Time Cards 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,226</p>
		<p>Materials/Supplies 4000-4999: Books And Supplies LCFF 2,200</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF 12,084</p>
		<p>Refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 2,800</p>	<p>Refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 436</p>
		<p>Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 1,000</p>	<p>Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 243</p>
		<p>Classified Hourly Time Cards for Interpretation 2000-2999: Classified Personnel Salaries LCFF 1,500</p>	<p>Classified Hourly Time Cards for Interpretation 2000-2999: Classified Personnel Salaries LCFF 1,048</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries Title I 5,000	Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries Title I 2,880
<p>A full time 11 month community liaison will be established to support families and students, including those with special needs, English learners, foster and homeless youth through comprehensive wrap around services. This activity meets a need identified in the comprehensive needs assessment based on the needs of parents surveyed based on the Panorama Surveys Family Communication question.</p>	<p>We used our community liaison to stay connected to families and instill the importance of school attendance. This year was a challenging year as we navigated through the changing public health needs and explaining to families the importance of the school attendance while also having families take care of their health needs.</p>	Classified hourly time cards for extra support for students during morning and afternoon sessions for student remediation and to give time to teachers to meet with families regarding student progress. 2000-2999: Classified Personnel Salaries Title I 2,500	Classified hourly time cards for extra support for students during morning and afternoon sessions for student remediation and to give time to teachers to meet with families regarding student progress. 2000-2999: Classified Personnel Salaries Title I 3,502
		Salary for 11 month, 8 hour community liaison. 2000-2999: Classified Personnel Salaries Title I 46,538	Salary for 11 month, 8 hour community liaison. 2000-2999: Classified Personnel Salaries Title I 59,993
		Benefits for 11 month, 8 hour community liaison. 3000-3999: Employee Benefits Title I 32,485	Benefits for 11 month, 8 hour community liaison. 3000-3999: Employee Benefits Title I 37,387
		Extra Duty for working with families evenings and weekends 2000-2999: Classified Personnel Salaries Title I 250	Extra Duty for working with families evenings and weekends 2000-2999: Classified Personnel Salaries Title I 2,800

## Analysis

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

Agua Caliente is committed to meaningfully engaging parents in their student's education. Our community liaison was available before and after school to answer questions and has been a vital communicator during the school year. During the regular year, stressing the importance of daily attendance for students and educating parents on the importance of students coming to school on a daily basis has been a key function of the front office staff, however, lingering health concerns affected many students and staff attendance. With the official end of the pandemic, attendance and will be a focus for the 2023-2024 school year. In addition, a focus will be on engaging families and volunteers into the school to demonstrate the needs for a robust home-school connection. As a result of conversations and school needs, we have identified these needs:

1. Family School Connectedness: Increase the "scored favorably" of Family School Connectedness
2. Increase to 80% of participation of families on surveys (currently at 34% due to the diligent effort of our community liaison)
3. Increase parent/teacher conference attendance (increased from 72% to 75% from the previous year)
4. Engage families in academic related programs and meetings to demonstrate the importance of their involvement (more than 8 family engagement sessions with 15-54 participants in each session).

ATSI Goals:

1. Homeless and Students with Disabilities will be a focus for attendance incentives, Saturday School, and enrichment activities. (currently 0% of students attendance as these sessions were not completed this year)
2. Parent outreach will be a major focus for Homeless/Shared Residency Students and Students with Disabilities (currently there are 114 students who are on a shared residency affidavit - we will be conduction home visits for the 23/24 school year)

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

Due to the rising cost of staffing, the budget for the community liaison had to increase. This cost was expected to increase over time so we had to move another aide position out of Title I and into LCFF. This allowed for materials and supplies to be purchased from the left over Title I money.

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

For the 2023-2024 school year Agua Caliente will continue funding a full time 11 month community liaison to support families and students, including those with special needs, English learners, foster and homeless youth through comprehensive wrap around services. We will continue this action to engage families. Two groups that will be a focus for outreach will be our ASTI student groups of Homeless and Students with Disabilities.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3 – Safe and Healthy Learning Environment

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%	Student Attendance Rates All Students (ALL) 89.1% attendance rate																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>11.3</td> <td>Decline -3</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>8.3</td> <td>Decline -3</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>11</td> <td>Decline -3</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>11.5</td> <td>Decline -3</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>17.7</td> <td>Decline -5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	11.3	Decline -3	EL	Green	8.3	Decline -3	Hisp	Yellow	11	Decline -3	SED	Yellow	11.5	Decline -3	SWD	Yellow	17.7	Decline -5	Chronic Absenteeism Rates All Students (ALL) 32.5% chronically absent English Learner (EL) 25.4% chronically absent Hispanic (Hisp) 31.8% chronically absent African American (AA) No performance level Socioeconomically Disadvantaged (SED) 32.4% chronically absent Students with Disabilities (SWD) 36.3% chronically absent Homeless 30.8% chronically absent
St. Group	Color	DFS/Percentage	Change																							
All	Yellow	11.3	Decline -3																							
EL	Green	8.3	Decline -3																							
Hisp	Yellow	11	Decline -3																							
SED	Yellow	11.5	Decline -3																							
SWD	Yellow	17.7	Decline -5																							
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Blue</td> <td>0.3</td> <td>Decline -1%</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0.8</td> <td>Decline -1%</td> </tr> <tr> <td>Hisp</td> <td>Blue</td> <td>0.4</td> <td>Decline -1%</td> </tr> <tr> <td>SED</td> <td>Blue</td> <td>0.4</td> <td>Decline -1%</td> </tr> <tr> <td>SWD</td> <td>Blue</td> <td>0.9</td> <td>Decline -3%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Blue	0.3	Decline -1%	EL	Blue	0.8	Decline -1%	Hisp	Blue	0.4	Decline -1%	SED	Blue	0.4	Decline -1%	SWD	Blue	0.9	Decline -3%	Suspension Rates: All Students (ALL) English Learner (EL) 1.2% Hispanic (Hisp) 1% Socioeconomically Disadvantaged (SED) 1.2% Students with Disabilities (SWD) 3.2%
St. Group	Color	DFS/Percentage	Change																							
All	Blue	0.3	Decline -1%																							
EL	Blue	0.8	Decline -1%																							
Hisp	Blue	0.4	Decline -1%																							
SED	Blue	0.4	Decline -1%																							
SWD	Blue	0.9	Decline -3%																							
Expulsion Rates All Students (ALL)	Expulsion Rates All Students (ALL) - None	Expulsion Rates All Students (ALL) 0%																								

<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
English Learner (EL) Hispanic (Hisp) African American (AA)	English Learner (EL) - None Hispanic (Hisp) - None African American (AA) - None	English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 80% of students scored favorable English Learner (EL) - 80% of students scored favorable Hispanic (Hisp) - 80% of students scored favorable African American (AA) - N/A	Panorama Survey – School Connectedness All Students (ALL) 76% of students scored favorable English Learner (EL) 75.5% of students scored favorable Hispanic (Hisp) 76% of students scored favorable African American (AA) N/A
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 75% of students scored favorable English Learner (EL) - 75% of students scored favorable Hispanic (Hisp) - 75% of students scored favorable African American (AA) - N/A	Panorama Survey – School Safety All Students (ALL) 59% of students scored favorable English Learner (EL) 59.25% of students scored favorable Hispanic (Hisp) 59% of students scored favorable African American (AA) N/A
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100% and a "Good" Rating

### Strategies/Activities for Goal 3

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students during school time and after/before school and for supplemental interventions as needed.	Our recess coach and supervision aides have done an excellent job in handling student discipline and manage the behaviors at recess. Most notably is the decrease in the number of students sent to the office over simple violations.	Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 42,000  Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 3000-3999: Employee Benefits LCFF	Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 2000-2999: Classified Personnel Salaries LCFF 32,158  Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		12,000	4,431
<p>Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Agua Caliente Code of Conduct supported by all staff.</p>	<p>Incentives were given to students during awards assemblies and tracked by various staff on campus. This was a whole-school effort in creating a system to recognize and honor students.</p>	<p>Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks. 2000-2999: Classified Personnel Salaries LCFF 1,500</p>	<p>Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks. 2000-2999: Classified Personnel Salaries LCFF 4,605</p>
		<p>Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks during supplemental academic interventions. 2000-2999: Classified Personnel Salaries Title I 1,450</p>	<p>Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks during supplemental academic interventions. 2000-2999: Classified Personnel Salaries Title I 1,500</p>
		<p>Materials/Resources/Incentives 4000-4999: Books And Supplies LCFF 1,522</p>	<p>Materials/Resources/Incentives 4000-4999: Books And Supplies LCFF 18,200</p>
		<p>Resources or Incentives 4000-4999: Books And Supplies Title I 945</p>	<p>Resources or Incentives 4000-4999: Books And Supplies Title I 1,538</p>
		<p>Digital Platform for Tracking Incentives 5000-5999: Services And Other Operating Expenditures LCFF 618</p>	<p>Digital Platform for Tracking Incentives 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments with the goal of increasing attendance and decreasing suspensions.</p>	<p>Our school counselor regularly meets with students as a grade level and in small groups. He monitored our SEL daily check in program and reached out to students and families when students shared that they needed extra assistance, support, or just someone to talk to.</p>	<p>Counselor will meeting regularly with teaching staff, students, and families to implement goal. 4000-4999: Books And Supplies LCFF 500</p>	<p>Counselor will meeting regularly with teaching staff, students, and families to implement goal. 4000-4999: Books And Supplies LCFF 0</p>

## Analysis

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

With the return to in person learning, there were significant needs and challenges posed by students being on campus full time five days a week. This proved to be difficult as students and staff were re-learning how to engage in school activities in a positive way. Additionally, the school administration and counselor worked with students to reengage students in a positive way. There was a significant increase in the number of "risk assessments" (16 were completed this year) that prompted the need to call in families and explain the situation and be a resource for them to connect to Mental Health or other outside services. This prompted the discussions about changing the community liaison's hours from part time to full time. As a result of conversations around student activities and needs, we have indicated these as significant needs:

1. Suspension Rates: Maintain low suspension rates.
2. Expulsion Rates: Maintain no expulsions.
- 3: Student School Connectedness: Lower than expected responses favorably in school connectedness.
- 4: Student School Safety: Lower than expected responses favorably in school safety.
5. Student Attendance Rate: Strive to district target of 96% attendance or better.
6. Chronic Absenteeism Rate: Decrease the Chronic Absenteeism Rate (currently affecting 320 students of 672), moving from 47.6% to less than 20%.

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

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

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

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



# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

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

### LCAP Goal

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

### Identified Need

1. Overall, we remain at an academic level that shows significant need. In ELA, overall students are 68.2 points below standard, English learners trail at 73.1 points below standard and Students with Disabilities are very low at 124.2 point below standard. In Math, all students are 81.9 points below standard, English Learners are 85.7 points below standard, and Students with Disabilities at a very low 149.9 points below standard.

2. Student with disabilities continue trail behind students without an IEP in all areas as noted above and in local data (STAR), in Math students with a disability are at 16.7% whereas students without a disability are at 36.2%. In ELA, the trend is similar with students with a disability scoring 7.1% proficient and students without a disability scoring 38% proficient.

3. English Learner testing results identify students at 4 levels. Agua Caliente has 9.2% at Level 4, 33.3% at Level 3, 38.9% at Level 2, and 18.6% at Level 1, showing a significant need (more than 60%) of students in need of major English language support. Overall, 44.4% of students progressed one level, 38.9% of students maintained their level, and 16.2% of students dropped a level.

4. Student absences are posing a challenge to our students, we have planned for increasing aide hours to provide intervention support on Wednesdays afternoons and before/after school. Currently the attendance rate is 89.1% of students regularly attending school.

ASTI Needs:

1. Supporting students who are homeless (including shared residency students) to get to school more regularly.
2. Close the achievement gap between students with disabilities and those without a disability.

### Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
					All	Yellow	58.2 points below standard	Increased +10 points

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Hispanic (Hisp)  
 African American (AA)  
 Socioeconomically Disadvantaged (SED)  
 Students with Disabilities (SWD)

All		68.2 points below standard	
EL		73.1 points below standard	
Hisp		68.9 points below standard	
AA			
SED		69.0 points below standard	
SWD		124.2 points below standard	

EL	Orange	63.1 points below standard	Increased +10 points
Hisp	Yellow	58.9 points below standard	Increased +10 points
AA	No Performance Level		
SED	Yellow	59.0 points below standard	Increased +10 points
SWD	Orange	104.2 points below standard	Increased +20 points

California School Dashboard -  
 Academic Indicator for  
 Mathematics All Students (ALL)  
 English Learners (EL)  
 Hispanic (Hisp)

St. Group	Color	DFS/Percentage	Change
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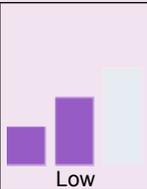
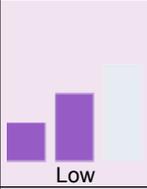
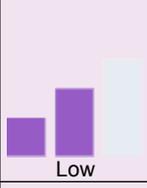
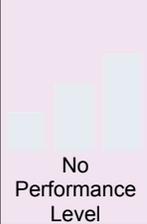
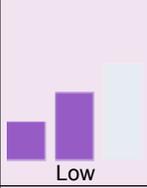
St. Group	Color	DFS/Percentage	Change
All	Yellow	71.9 points below standard	Increased +10 points

**Metric/Indicator**

**Baseline**

**Expected Outcome**

African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

All		81.9 points below standard	
EL		85.7 points below standard	
Hisp		82.2 points below standard	
AA			
SED		83.0 points below standard	
SWD		149.9 points below standard	

EL	Yellow	75.7 points below standard	Increased +10 points
Hisp	Yellow	72.2 points below standard	Increased +10 points
AA	No Performance Level		
SED	Yellow	73 points below standard	Increased +10 points
SWD	Orange	129.9 points below standard	Increased +20 points

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

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

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

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – Low - 44.9% Making Progress	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Dashboard Status and Percentage – Medium - 55%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate of 9.5%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - Meet or exceed county rate or grow of 2%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 10.81% Exceeded, 14.41% Met, 12.73% Nearly Met, 54.95% Did Not Meet English Learners (EL) 3.64% Exceeded, 16.36% Met, 31.25% Nearly Met, 67.27% Did Not Meet Hispanic (Hisp) 11.11% Exceeded, 13.89% Met, 20.37% Nearly Met, 54.63% Did Not Meet African American (AA) N/A Socioeconomically Disadvantaged (SED) 11.43% Exceeded, 13.33% Met, 20% Nearly Met, 55.24% Did Not Meet Students with Disabilities (SWD) 0% Exceeded, 0% Met, 9.09% Nearly Met, 90.91% Did Not Meet	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 20% Exceeded, 25% Met, 25% Nearly Met, 30% Did Not Meet
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered around student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic

performance using multiple assessment measures and the results of these measures. The focus will be on ELA, Math, science, ELD, and social-emotional learning.

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

All

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Classified Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,160
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Time Cards
<b>Amount</b>	1,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Time Cards for Collaboration on Student Data, New Science Curriculum, etc.
<b>Amount</b>	6,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Collaboration/Guest Teacher Costs for articulation.
<b>Amount</b>	7,212
<b>Source</b>	Title I

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Conferences/PD/Consultants
<b>Amount</b>	8,687
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide for Extra Duty for classified staff in assisting teachers with academic support of struggling students

## Strategy/Activity 2

Extended learning opportunities will be provided for students in need of academic and behavioral interventions: Counseling, Small Group Instruction, Before school, After school, Wednesdays, Saturdays, and Intersessions will be offered throughout the school year designed with goal of enhancing the learning for student identified at each grade level that need the additional support, including intervention supplies for students.

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

- All
- Specific Student Groups:  
Homeless

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Classified Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Time cards for Extended Day before/after school and weekends/school breaks
<b>Amount</b>	3,250

<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Time cards for Extended Day before/after school and weekends/school breaks
<b>Amount</b>	12,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials/Resources for Intervention
<b>Amount</b>	479
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Enhanced Learning Opportunities/Field Trips
<b>Amount</b>	4,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Materials for student acknowledgement of academic achievement

### Strategy/Activity 3

Students will be supported with the STAR/AR Program and other online interventions during library time, small group time, and before and after school.

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

All

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration/Librarian

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Renaissance Learning, Technology, Books, Learning Dynamics, Scholastic News, other supplemental classroom materials

### Strategy/Activity 4

Classroom paraprofessionals will provide support in school and after school across all content areas in grades TK-5 in the form of small group instruction targeted to meet student needs based on academic performance data. Bilingual paraprofessionals will support ELL students in the area of increasing English proficiency across all content areas. Additional time will be given to classified staff to support student academic and behavioral interventions, before, during, and after school and on weekends and school breaks.

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

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

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>Description</b>	Extra Duty for Classified Support
<b>Amount</b>	3,158
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for Classified Support
<b>Amount</b>	35,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salary for one 7 hour bilingual aide positions
<b>Amount</b>	31,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for one 7 hour bilingual aide positions
<b>Amount</b>	41,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Increase two Paraprofessional I and one Paraprofessional II aides to 7 hours, with intention to support homeless, EL, and SWD students on Wednesdays
<b>Amount</b>	25,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits to increase Paraprofessional I aides to 7 hours

## Strategy/Activity 5

Provide an online assessment and/or learning system to augment and support a Multi-Tiered System of Support for all students. Provide for Professional Development to learn new strategies that will change teacher practice in implementing evidenced-based strategies.

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

All

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,656
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide for supplemental curriculum and instruction for phonics and intervention instruction.
<b>Amount</b>	1,250
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Toner to print certificates from the online program (AR) to reward and incentive students.
<b>Amount</b>	3,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Consultation to support professional development
<b>Amount</b>	3,000
<b>Source</b>	Title I

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Guest teachers to provide release time to support teachers' understanding of implementing evidence-based strategies to support student learning.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

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

### LCAP Goal

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

### Identified Need

1. Family School Connectedness: Increase the "scored favorably" of Family School Connectedness
  2. Increase to 80% of participation of families on surveys
  3. Increase parent/teacher conference attendance.
  4. Engage families in academic related programs and meetings to demonstrate the importance of their involvement.
- ASTI Goals:
1. Homeless and Students with Disabilities will be a focus for attendance incentives, Saturday School, and enrichment activities.
  2. Parent outreach will be a major focus for Homeless/Shared Residency Students and Students with Disabilities

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes is 367 Responses	Parent Participation in Stakeholder Input Processes will be 450 Responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 97% of Families scored favorably (based on 367 responses) English Learner (EL) 98% of students scored favorable Hispanic (Hisp) 97% of students scored favorable	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% of families scored favorable Hispanic (Hisp) - 100% of families scored favorable

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

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

All

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,451
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated Hourly Time Cards

<b>Amount</b>	1,425
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Hourly Time Cards

<b>Amount</b>	3,637
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials/Supplies

<b>Amount</b>	2,800
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Light refreshments for parent/teacher meetings and workshops

**Strategy/Activity 2**

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

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

All

**Timeline**

7/1/2023 - 6/30/2024

## Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Hourly Time Cards for Child Care
<b>Amount</b>	1,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified Hourly Time Cards for Interpretation
<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Guest Teachers so Teachers Can Meet with Families
<b>Amount</b>	2,500
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified hourly time cards for extra support for students during morning and afternoon sessions for student remediation and to give time to teachers to meet with families regarding student progress.

## Strategy/Activity 3

A full time 11 month community liaison will be established to support families and students, including those with special needs, English learners, foster and homeless youth through comprehensive wrap around services. This activity meets a need identified in the comprehensive needs assessment based on the needs of parents surveyed based on the Panorama Survey's Family Communication question.

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

- All
- Specific Student Groups:  
ATSI (Homeless)

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration/Community Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	59,993
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salary for 11 month, 8 hour community liaison.
<b>Amount</b>	37,485
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for 11 month, 8 hour community liaison.
<b>Amount</b>	250
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for working with families evenings and weekends

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

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

### LCAP Goal

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

### Identified Need

1. Suspension Rates: Maintain low suspension rates of less than 1.2%
2. Expulsion Rates: Maintain no expulsions.
3. Student School Connectedness: Lower than expected responses favorably in school connectedness.
4. Student School Safety: Lower than expected responses favorably in school safety.
5. Student Attendance Rate: Strive to district target of 96% attendance or better.
6. Chronic Absenteeism Rate: Decrease the Chronic Absenteeism Rate (currently affecting 320 students of 672), moving from 47.6% to less than 20%. Especially focusing on ATSI Student Groups of Homeless and Students with Disabilities.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.4%	Student Attendance Rates All Students (ALL) - 96%																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>14.3</td> <td>Increased +1</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>11.3</td> <td>Maintained - 0.3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	14.3	Increased +1	EL	Orange	11.3	Maintained - 0.3	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>9.3</td> <td>Decreased -5</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>6.3</td> <td>Decreased -5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	9.3	Decreased -5	EL	Yellow	6.3	Decreased -5
St. Group	Color	DFS/Percentage	Change																							
All	Orange	14.3	Increased +1																							
EL	Orange	11.3	Maintained - 0.3																							
St. Group	Color	DFS/Percentage	Change																							
All	Yellow	9.3	Decreased -5																							
EL	Yellow	6.3	Decreased -5																							

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

Hisp	Orange	14	Increased +0.6
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Orange	14.5	Increased +0.9
SWD	Red	22.7	Increased +5

Hisp	Yellow	9	Decreased -5
SED	Yellow	9.5	Decreased -5
SWD	Yellow	17.7	Decreased -5

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

St. Group	Color	DFS/Percentage	Change
All	Orange	1.3	Increased +0.3
EL	Orange	1.8	Increased +0.8
Hisp	Orange	1.4	Increased +0.3
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Orange	1.4	Increased +0.3
SWD	Orange	3.9	Increased +1

St. Group	Color	DFS/Percentage	Change
All	Green	0	Decreased -1.3
EL	Green	0	Decreased -1.8
Hisp	Green	0	Decreased -1.4
SED	Green	0	Decreased -1.4
SWD	Yellow	1.9	Decreased -2

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

Expulsion Rates  
All Students (ALL) N/A  
English Learner (EL) N/A  
Hispanic (Hisp) N/A  
African American (AA) N/A  
Socioeconomically Disadvantaged (SED) N/A  
Students with Disabilities (SWD) N/A

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

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

Panorama Survey – School Connectedness  
All Students (ALL) 76% of students scored favorable  
English Learner (EL) 75.5% of students scored favorable  
Hispanic (Hisp) 76% of students scored favorable  
African American (AA) N/A

Panorama Survey - School Connectedness  
All Students (ALL) - 80% of students scored favorable  
English Learner (EL) - 80% of students scored favorable  
Hispanic (Hisp) - 80% of students scored favorable  
African American (AA) - N/A  
SED: 75% of students scored favorable

Metric/Indicator	Baseline	Expected Outcome
	SED: 76% of students scored favorable	
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) 59% of students scored favorable English Learner (EL) 59.25% of students scored favorable Hispanic (Hisp) 59% of students scored favorable African American (AA) N/A SED: 59% of students scored favorable	Panorama Survey – School Safety All Students (ALL) - 75% of students scored favorable English Learner (EL) - 75% of students scored favorable Hispanic (Hisp) - 75% of students scored favorable African American (AA) - N/A SED: 75% of students scored favorable
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students during school time and after/before school and for supplemental interventions as needed.

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

All

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount

42,000

Source

LCFF

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salaries for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide
<b>Amount</b>	12,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for 4 5.75 Supervision Aides and 1 3.5 Supervision Aide
<b>Amount</b>	1,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks.
<b>Amount</b>	4,450
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra Duty for Supervision Aides for supervision of students before, during, and after school on weekends and breaks during supplemental academic interventions.
<b>Amount</b>	2,500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide for radios for supervision staff to reach the school counselor for support with mental health needs on the playground.

## Strategy/Activity 2

Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Agua Caliente Code of Conduct supported by all staff.

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

X All

### Timeline

7/1/2023 - 6/30/2024

### Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,522
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials/Resources/Incentives/T-Shirts for students
<b>Amount</b>	3,945
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Resources or Incentives
<b>Amount</b>	618
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Digital Platform for Tracking Incentives
<b>Amount</b>	1,200
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	School-Wide Incentive Assemblies to support positive student behaviors

### Strategy/Activity 3

The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments with the goal of increasing attendance and decreasing suspensions.

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

- All
- Specific Student Groups:  
ASTI - Homeless

#### Timeline

7/1/2023 - 6/30/2024

#### Person(s) Responsible

Administrator and School Counselor

#### Proposed Expenditures for this Strategy/Activity

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

# Centralized Services for Planned Improvements in Student Performance

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

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Math Collaboration and Professional Development	July 1, 2023 - June 30, 2024	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II
Primary Reading Intervention Teacher - .4 FTE	July 1, 2023 - June 30, 2024	Provide targeted interventions and supports to students below grade level in grades K-3.	47,758	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events.	1,851	Title I

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials	2,962	Title IV

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

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

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$164,372
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$399,628.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	161,496	0.00
Title I Part A: Parent Involvement	2,876	0.00
LCFF	235,256	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	\$161,496.00
Title I Part A: Parent Involvement	\$2,876.00

Subtotal of additional federal funds included for this school: \$164,372.00

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

State or Local Programs	Allocation (\$)
LCFF	\$235,256.00

Subtotal of state or local funds included for this school: \$235,256.00

Total of federal, state, and/or local funds for this school: \$399,628.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	235,256.00
Title I	161,496.00
Title I Part A: Parent Involvement	2,876.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	22,111.00
2000-2999: Classified Personnel Salaries	211,213.00
3000-3999: Employee Benefits	105,985.00
4000-4999: Books And Supplies	41,010.00
5000-5999: Services And Other Operating Expenditures	3,418.00
5800: Professional/Consulting Services And Operating Expenditures	15,891.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,500.00
2000-2999: Classified Personnel Salaries	LCFF	130,750.00
3000-3999: Employee Benefits	LCFF	68,500.00
4000-4999: Books And Supplies	LCFF	23,409.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,418.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,679.00
1000-1999: Certificated Personnel Salaries	Title I	17,160.00
2000-2999: Classified Personnel Salaries	Title I	79,038.00
3000-3999: Employee Benefits	Title I	37,485.00
4000-4999: Books And Supplies	Title I	17,601.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,212.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,451.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,425.00

# School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eric Antuna	X				
Yadira Milward			X		
Yesenia Gonzalez		X			
Erin Raaum		X			
Jorge Zaiden		X			
Judith Gutierrez				X	
Jennifer Arugay				X	
Vanessa Tapia				X	
Elsa Enriquez				X	
Susana Serrano				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership and School Teaching Staff

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

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

This SPSA was adopted by the SSC at a public meeting on October 26, 2023.

Attested:

	Principal, Eric Antuna on 10/26/2023
	SSC Chairperson, Susanna Serrano on 10/26/2023

# Title I and LCFF Funded Program Evaluation

**Goal #1:**  
 All students at Agua Caliente Elementary will meet grade level proficiency using the California standards for all academic subjects through best first instruction, targeted, small group interventions, and the implementation of practices and measures to support instructional strategies.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered around student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic performance using multiple assessment measures and the results of these measures. The focus will be on ELA, Math, science, ELD, and social-emotional learning.			
Extended learning opportunities will be provided for students in need of academic and behavioral interventions: Counseling, Small Group Instruction, Before school, After school, Wednesdays, Saturdays, and Intersessions will be offered throughout the school year designed with goal of enhancing the learning for student identified at each grade level that need the additional support, including intervention supplies for students.			
Students will be supported with the STAR/AR Program and other online interventions during library time, small group time, and before and after school.			
Classroom paraprofessionals will provide support in school and after school across all content areas in grades TK-5 in the form of small group instruction targeted to meet student needs based on academic performance data. Bilingual paraprofessionals will support ELL			

students in the area of increasing English proficiency across all content areas. Additional time will be given to classified staff to support student academic and behavioral interventions, before, during, and after school and on weekends and school breaks.			
Provide an online assessment and/or learning system to augment and support a Multi-Tiered System of Support for all students. Provide for Professional Development to learn new strategies that will change teacher practice in implementing evidenced-based strategies.			

**Goal #2:**

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

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
Agua Caliente will provide parent training to help educate parents about the CA Standards, ways to help their children at home, social-emotional learning strategies, growth mindset, and college and career readiness. These events will include education opportunities like Kindergarten Orientation, Family Literacy/Math/Science Nights, festivals, family reading mornings, family involvement meetings, etc.			
Regular parent meetings will be held including ELAC, SSC, SART, SSTs, Title I, and parent conferences. These meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, school year progress, and means by which to assist students at home.			
A full time 11 month community liaison will be established to support families and students, including those with special needs, English learners, foster and homeless youth			

through comprehensive wrap around services. This activity meets a need identified in the comprehensive needs assessment based on the needs of parents surveyed based on the Panorama Survey's Family Communication question.			
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**Goal #3:**

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

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Supervision aides and the recess coach to provide adequate supervision for students before school and during the morning and lunch recess times to ensure the safety and welfare of all students during school time and after/before school and for supplemental interventions as needed.			
Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives including t-shirts, certificates, printed materials, and other school-wide activities, are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Agua Caliente Code of Conduct supported by all staff.			
The school counselor with the support of the school administrator will provide the staff with year long professional development on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments with the goal of increasing			

attendance and decreasing suspensions.			