

School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name

Agua Caliente Elementary School

Address

30-800 San Luis Rey Drive
Cathedral City, CA 92234-6045

County-District-School (CDS) Code

33-67173-6032387

Principal

Eric Antuna

District Name

Palm Springs Unified School District

SPSA Revision Date

7/1/19 - 6/30/20

Schoolsite Council (SSC) Approval Date	September 30, 2019
Local Board Approval Date	November 26, 2019

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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 560 students in grades TK (transitional kindergarten) through grade five. The Single 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) or 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. In 2019-2020, Agua Caliente will offer two Functional Life Skills Classes for students in Grades TK-3.

For the 2018-19 school year, Agua Caliente 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

- Implementation 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

- Increase before school and after school academic support
- Utilize online supports to close the achievement gap
- Expand ASES program to include online learning

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

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

Agua Caliente Elementary School's School Site Council (SSC) meets regularly during 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 the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including district assessments and running records are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the English Learner Advisory Committee (ELAC) and School Leadership team. The Agua Caliente School Plan addresses how the Local Control Funding Formula (LCFF) and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder 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 members of the School Site Council were requested to submit names to the office via a letter or phone call to the front office by September 14th. Voting closed on September 21st and members were announced to staff and families and were brought together for the first meeting on September 24th.

Three new School Site Council members were elected to the SSC in September 2018, they are Neredia Villabla, J. Obeyda Figueroa, and Lisa Rosa.

SSC and ELAC Meeting Dates and Topics

September 24, 2018

During this meeting, there was a School Site Council Training done by Herb Clagett, Palm Springs Teachers Association President. Additionally, there were discussion about the budget updates, including the budget updates. The increased allocations to the school were discussed and a decision was made regarding the amount of counseling support needed. The district funded a full time counselor so the council made the decision to eliminate the allocation for the counseling contract allocation (no contract was made with the previous counseling contractor). Data from the second grade classes were discussed in regards to class sizes (classes in second grade were 28 to 29 students with significant academic and behavior problems noted). Additionally data from the SBAC was shared from the CA School Dashboard.

February 4, 2019

Updates for the new school was shared with the committed, explaining the need for the additional support needed to allocate funds for supervision staff to help pack for the impending move to the new school. Attendance updates were shared about the attendance rate. Attendance rates were shared regarding the Saturday school interventions. Additional data was shared about the students who've participated with interventions, after school tutoring, and the SES tutoring.

April 12, 2019

Attendance updates were shared about how to increase attendance. There was a discussion about allocations regarding the overages and the need for put additional allocations for supervision staff so that there isn't a need to give staff extra duty and to provide safety for the students on the new playground. This also included the finalization of the reduction of funding from the current year (for more than \$50,000) to be in alignment with the district funding formula. We also reviewed the Panorama Survey. It was suggested that this data be shared at a parent involvement meeting (it was shared at the May 29, 2019 Parent Involvement Meeting).

Leadership Team Meetings

- December 10, 2018 - Attendance updates/increased support for second grade
- January 20, 2019 - Attendance updates/proposals for next year
- February 25, 2019 - Reduction in allocations for 2019/2020
- April 30, 2019 - Shared final decision of SSC in split funding the Science Teacher and the Intervention Teacher

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:

Increase allocations for a partial community liaison to support parent connections to school and access to health care including mental health

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

Increase allocations for support of teacher understanding on how to help students with mental health and trauma needs.

Resource Inequities

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

At Agua Caliente Elementary School there are many opportunities available to increase the social and academic performance of students. 97.7% of all students that attend the school are Socioeconomically Disadvantaged. Approximately 72% 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.

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, homeless youth, and foster youth have led to improved performance for these students.

Based on the California School Dashboard Conditions and Climate Report, Agua Caliente is in the green category for Suspension Rate.

Suspensions:

For all students, the suspension rate was low at 1% and maintained the level from the year before (0.1%). English learners were at the green status of 1%, they also declined -0.1% from the previous year. Socio-economically disadvantaged students were at the yellow status (increased 0.3%). Hispanic students were also at the yellow status (1.1%) and maintained at 0.1%. Students with disabilities were at the orange status at 2.9% they increased 1.3%.

Supporting Actions:

Greatest Progress

Agua Caliente plans to continue to support low 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.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on the California School Dashboard, there was significant decline of all student groups identified on both the English Language Arts and Mathematics Indicators:

English Language Arts Indicator:

All student groups fell in the yellow category with more than 42 points below the level 3 or "Met" target. All groups increased from the year before, but we still have quite a bit to go to get to the "Met" target. English Learners are 45.5 on the distance from "Met" but with an increase of 26.2 points. Hispanic students are 43.3 on the distance from "Met" but students increased 29.4 points. Socioeconomically Disadvantaged students were 42.8 points below standard, however, there was a 30.1 point increase.

Mathematics Indicator:

All students fell into the yellow category, at 62.1 points below level 3 or "Met" target. English learners are 64.1 points below standard, but increased 8 points from the year before. Hispanic students are 63.5 below standard, but increased by 8.7 points from the year before. Socioeconomically Disadvantaged students were 62.7 points below standard, but increased 9.4 points from the year before.

Supporting Actions:

A focus on best first instruction for the 2019-2020 school will be implemented to address individual student needs. Small group instruction will be continued to support students who have significant achievement gaps in reading and math. The school site will receive support for math routines and continued implementation of the Bridges math curriculum. Teachers will also continue to participate in SBAC standards analysis and alignment of instruction with training from an outside consultant to focus on Depth of Knowledge Questions, SBAC Sentence Stems, and the Gradual Release Model. Finally, staff will receive training in engagement and cooperative collaboration strategies to ensure that all students are actively engaged in learning.

At the start of the 2019-2020 school year, a thorough review of the preliminary 2018-19 CAASPP results was conducted. Overall, there was a major drop in ELA and Math SBAC scores across the grade levels. Additionally, funds that were overspent from 2018-2019 were taken out of the 2019-2020 budget, forcing reductions in almost all categories. The overages from 2018-2019 were a result of supervision of students during the construction process and the support students with severe academic and behavioral needs. Supervision has been remedied for the 2019-2020 school year as stated in Goal 3: Safe and Secure Schools (allocating for supervision salaries rather than extra duty) and supporting all teachers on best first instruction. As the campus is new, our focus is on best first instruction and not on the purchase of new or supplementary materials.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

The California School Dashboard Reports on all students as well as the student groups within the school. Based on the release data, the dashboard shows the following:

Suspensions:

There are low suspension rates for all students, however, the Students with Disabilities student groups fall into lower categories.

English Language Arts and Mathematics:

While the students are at the yellow category, English learners are significantly behind with current English Learners in ELA at 85.3 points below and Math at 96.4 points below standard. Students with Disabilities are 130.8 points below standard in ELA and 132.6 points below standard in math.

Supporting Actions:

Plans to include the teachers and support staff of students with disabilities will include cross-grade level collaboration on the district 2-1-2 days. Cross-conversations will take place between classroom teachers and support staff, including our Academic Coach, Counselor, and Paraprofessionals. Likewise, with English learners, staff will focus on best first instruction utilizing integrated and designated English language development strategies as appropriate.

Performance Gaps

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.19%	%		1	
African American	0.2%	0.38%	0.18%	1	2	1
Asian	0.2%	0.19%	0.18%	1	1	1
Filipino	0.5%	0.19%	0.18%	3	1	1
Hispanic/Latino	97.4%	97.72%	98.34%	552	514	532
Pacific Islander	0.2%	%	%	1		
White	0.4%	0.57%	0.37%	2	3	2
Multiple/No Response	%	%	%			
Total Enrollment				567	526	541

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	108	98	117
Grade 1	87	81	82
Grade 2	74	92	86
Grade 3	87	80	92
Grade 4	89	85	81
Grade 5	122	90	83
Total Enrollment	567	526	541

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	406	378	365	71.6%	71.9%	67.5%
Fluent English Proficient (FEP)	48	44	57	8.5%	8.4%	10.5%
Reclassified Fluent English Proficient (RFEP)	36	36	36	8.4%	8.9%	9.5%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	80	94	89	80	91	89	80	91	96.7	100	96.8
Grade 4	92	80	83	87	79	80	87	79	80	94.6	98.8	96.4
Grade 5	126	88	84	125	85	81	125	85	81	99.2	96.6	96.4
All Grades	310	248	261	301	244	252	301	244	252	97.1	98.4	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2386.	2384.	7.87	7.50	10.99	13.48	23.75	16.48	21.35	26.25	31.87	57.30	42.50	40.66
Grade 4	2424.	2415.	2405.	13.79	8.86	3.75	24.14	25.32	16.25	18.39	17.72	22.50	43.68	48.10	57.50
Grade 5	2415.	2479.	2445.	8.80	12.94	14.81	13.60	31.76	19.75	11.20	24.71	14.81	66.40	30.59	50.62
All Grades	N/A	N/A	N/A	9.97	9.84	9.92	16.61	27.05	17.46	16.28	22.95	23.41	57.14	40.16	49.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.74	5.00	16.48	28.09	56.25	37.36	65.17	38.75	46.15
Grade 4	12.64	11.39	7.50	50.57	45.57	45.00	36.78	43.04	47.50
Grade 5	10.40	16.47	17.28	29.60	49.41	38.27	60.00	34.12	44.44
All Grades	9.97	11.07	13.89	35.22	50.41	40.08	54.82	38.52	46.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.11	8.75	7.69	33.71	47.50	43.96	56.18	43.75	48.35
Grade 4	8.05	8.86	5.00	50.57	44.30	46.25	41.38	46.84	48.75
Grade 5	11.20	12.94	12.35	31.20	48.24	39.51	57.60	38.82	48.15
All Grades	9.97	10.25	8.33	37.54	46.72	43.25	52.49	43.03	48.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.49	6.25	15.38	60.67	67.50	60.44	34.83	26.25	24.18
Grade 4	10.34	11.39	8.75	55.17	63.29	71.25	34.48	25.32	20.00
Grade 5	7.20	15.29	13.58	40.80	67.06	45.68	52.00	17.65	40.74
All Grades	7.31	11.07	12.70	50.83	65.98	59.13	41.86	22.95	28.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.61	11.25	8.79	32.58	47.50	51.65	52.81	41.25	39.56
Grade 4	20.69	13.92	7.50	47.13	51.90	43.75	32.18	34.18	48.75
Grade 5	10.40	20.00	17.28	27.20	54.12	35.80	62.40	25.88	46.91
All Grades	14.62	15.16	11.11	34.55	51.23	44.05	50.83	33.61	44.84

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	80	94	92	80	94	92	80	94	100	100	100
Grade 4	93	80	83	91	80	83	91	80	83	97.8	100	100
Grade 5	126	88	84	126	87	82	126	87	82	100	98.9	97.6
All Grades	311	248	261	309	247	259	309	247	259	99.4	99.6	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2370.	2387.	2400.	2.17	6.25	8.51	23.91	22.50	25.53	18.48	20.00	27.66	55.43	51.25	38.30
Grade 4	2442.	2405.	2412.	14.29	5.00	3.61	19.78	10.00	20.48	27.47	32.50	21.69	38.46	52.50	54.22
Grade 5	2429.	2470.	2451.	8.73	16.09	9.76	7.14	10.34	13.41	18.25	26.44	23.17	65.87	47.13	53.66
All Grades	N/A	N/A	N/A	8.41	9.31	7.34	15.86	14.17	20.08	21.04	26.32	24.32	54.69	50.20	48.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.87	21.25	23.40	30.43	26.25	37.23	58.70	52.50	39.36
Grade 4	24.18	8.75	10.84	25.27	20.00	20.48	50.55	71.25	68.67
Grade 5	11.11	21.84	18.29	18.25	19.54	21.95	70.63	58.62	59.76
All Grades	14.89	17.41	17.76	23.95	21.86	27.03	61.17	60.73	55.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.52	11.25	11.70	42.39	37.50	47.87	51.09	51.25	40.43
Grade 4	15.38	6.25	9.64	34.07	32.50	32.53	50.55	61.25	57.83
Grade 5	9.52	12.64	4.88	19.84	37.93	34.15	70.63	49.43	60.98
All Grades	10.36	10.12	8.88	30.74	36.03	38.61	58.90	53.85	52.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.70	13.75	13.83	45.65	48.75	51.06	45.65	37.50	35.11
Grade 4	14.29	10.00	9.64	47.25	32.50	37.35	38.46	57.50	53.01
Grade 5	11.90	13.79	4.88	28.57	44.83	40.24	59.52	41.38	54.88
All Grades	11.65	12.55	9.65	39.16	42.11	43.24	49.19	45.34	47.10

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.6		1448.7		1411.7		76	
Grade 1	1464.2		1477.7		1450.1		63	
Grade 2	1491.9		1491.9		1491.5		73	
Grade 3	1497.9		1497.0		1498.3		61	
Grade 4	1488.0		1484.9		1490.8		43	
Grade 5	1512.4		1503.4		1521.0		36	
All Grades							352	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.79		23.68		28.95		*		76	
1	41.27		33.33		17.46		*		63	
2	49.32		39.73		*		*		73	
3	*		47.54		26.23		*		61	
4	*		39.53		30.23		*		43	
5	36.11		36.11		*		*		36	
All Grades	33.81		36.08		21.02		9.09		352	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.05		34.21		*		*		76	
1	66.67		22.22		*		*		63	
2	65.75		24.66		*		*		73	
3	39.34		37.70		19.67		*		61	
4	25.58		39.53		*		*		43	
5	44.44		38.89		*		*		36	
All Grades	50.00		31.82		11.65		6.53		352	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.58		14.47		32.89		21.05		76	
1	25.40		23.81		22.22		28.57		63	
2	34.25		38.36		21.92		*		73	
3	*		34.43		29.51		32.79		61	
4	*		27.91		27.91		41.86		43	
5	*		30.56		38.89		*		36	
All Grades	21.31		27.84		28.13		22.73		352	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	53.95		40.79		*		76		
1	82.54		*		*		63		
2	56.16		41.10		*		73		
3	26.23		62.30		*		61		
4	25.58		60.47		*		43		
5	36.11		58.33		*		36		
All Grades	49.43		43.75		6.82		352		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	42.11		48.68		*		76		
1	49.21		49.21		*		63		
2	72.60		23.29		*		73		
3	52.46		36.07		*		61		
4	55.81		27.91		*		43		
5	66.67		*		*		36		
All Grades	55.68		35.80		8.52		352		

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.63		56.58		15.79		76	
1	38.10		41.27		20.63		63	
2	53.42		34.25		*		73	
3	*		55.74		39.34		61	
4	*		44.19		51.16		43	
5	*		61.11		*		36	
All Grades	27.27		48.01		24.72		352	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.47		34.21		26.32		76	
1	17.46		57.14		25.40		63	
2	35.62		60.27		*		73	
3	*		62.30		24.59		61	
4	*		69.77		*		43	
5	36.11		55.56		*		36	
All Grades	25.85		55.11		19.03		352	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
526	97.7%	71.9%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	378	71.9%
Homeless	43	8.2%
Socioeconomically Disadvantaged	514	97.7%
Students with Disabilities	46	8.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	1	0.2%
Asian	1	0.2%
Filipino	1	0.2%
Hispanic	514	97.7%
Two or More Races	4	0.8%
White	3	0.6%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students at Agua Caliente Elementary will meet grade level proficiency in the California standards in all academic subjects through best first instruction, small group interventions, and appropriate interventions.

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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2018 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2018 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2018 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2018 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-42.5) Medium Increased +28.5 points English Learners (EL) Yellow (-45.5) Medium Increased +26.2 Hispanic (Hisp) Yellow (-43.3) Medium Increased +29.4 African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow (-42.8) Medium Increased +30.1 Students with Disabilities (SWD) N/A
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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2018 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2018 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-62.1) Medium Increased +8.5 English Learners (EL) Yellow (-64.1) Medium Increased +8 Hispanic (Hisp) Yellow (63.5) Medium Increased +8.7 African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow (-62.7) Medium Increased +9.4 Students with Disabilities (SWD) N/A

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2018 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2018 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>"Blue" or "Green" 2018 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2018 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2018 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2018 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results:</p> <p>Level 4: 33.8%</p> <p>Level 3: 36.1%</p> <p>Level 2: 21%</p> <p>Level 1: 9.1%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate of 9.5%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2018 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2018 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)</p> <p>All Students (ALL) 9.84% Exceeded, 27.05% Met, 22.95% Nearly Met, 40.16% Did Not Meet</p> <p>English Learners (EL) 2.26% Exceeded, 12.03% Met, 24.81% Nearly Met, 60.90% Did Not Meet</p> <p>Hispanic (Hisp) 10.08% Exceeded, 26.89% Met, 22.27% Nearly Met, 40.76% Did Not Meet</p> <p>African American (AA) N/A</p> <p>Socioeconomically Disadvantaged (SED) 10.08% Exceeded, 26.89%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Met, 22.69% Nearly Met, 40.34% Did Not Meet Students with Disabilities (SWD) 0% Exceeded, 3.7% Met, 7.41% Nearly Met, 88.89% Did Not Meet
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2017-2018 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) On the Middle of Year Composite Score for 3rd Grade 56% were in the Green, 13% were in the yellow, and 31% were in the red.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	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 on student achievement.	Teachers met with the district funded Literacy TOSA to do classroom observations. They also had time to analyze academic performance data while guest teachers and classified staff worked with students during the school day. This was done to provide just in time collaboration during the work day to develop and modify interventions and lessons to meet student needs. Guest teachers were also brought in to support small groups in second grade as second grade classroom numbers were relatively high compared to the other grade levels. Guest teachers were also utilized in support of teacher collaboration time around assessment building and data analysis (including DIBELS,	Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 10,000	Certificated Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I 18,704
They will meet regularly in data teams where the needs of all students will be identified, addressed, and monitored through analysis of multiple assessment results.		Classified Hourly Time Cards 2000-2999: Classified Personnel Salaries Title I 10,000	Classified Hourly Time Cards 2000-2999: Classified Personnel Salaries Title I 1,997
		Collaboration/Guest Teacher Costs 1000-1999: Certificated Personnel Salaries Title I 10,000	Collaboration/Guest Teacher Costs 1000-1999: Certificated Personnel Salaries Title I 3,804
		Conferences/PD 5800: Professional/Consulting Services And Operating Expenditures Title I 5,000	Conferences/PD 5800: Professional/Consulting Services And Operating Expenditures Title I 2,978

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Running Records, and observational assessments).		
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 Intersessions	There were many opportunities for students to receive extended learning opportunities over the course of the year. Students were invited to a Tutoring Program that ran through the fall. There were also Winter and Spring sessions where students interacted with staff via virtual programs and monitoring. We offered seven Saturday School sessions for students to receive extra support when they missed an absence through small group rotations and exposure to literacy via science, writing and reading.	Time cards for Extended Day 1000-1999: Certificated Personnel Salaries Title I 10,000	Time cards for Extended Day 1000-1999: Certificated Personnel Salaries Title I 12,381
		Time cards for Extended Day 2000-2999: Classified Personnel Salaries Title I 5,000	Time cards for Extended Day 2000-2999: Classified Personnel Salaries Title I 3,597
		Supplemental Materials/Resources 4000-4999: Books And Supplies Title I 20,761	Supplemental Materials/Resources 4000-4999: Books And Supplies Title I 18,765
		Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,627	Enhanced Learning Opportunities/Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF 495
		Small Group Instruction Support 1000-1999: Certificated Personnel Salaries Title I 9,697	Small Group Instruction Support 1000-1999: Certificated Personnel Salaries Title I 15,781
Students will be supported with the STAR/AR Program and other online interventions during library time, small group time, and before and after school.	Our School Librarian managed the online STAR/AR program with students in Grades K-5. This was done in class and at home. All students were given the opportunity to participate in before and after school intervention as the library was opened for an additional 45 minutes in the morning and 25 minutes in the afternoon.	Technology Software 4000-4999: Books And Supplies Title I 10,000	Technology Software 4000-4999: Books And Supplies Title I 5,843

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Classroom Support</p> <p>Senior paraprofessional will provide support in school and after school for ELA/ELD in grades K-5 using small group instruction.</p> <p>Bilingual paraprofessional will support ELL students in the area of English Learning in ELA/ELD and Math.</p>	<p>Small group instruction was enhanced by the support of paraprofessionals to conduct additional small groups for guided reading. All students were given the support of the instructional aides daily (except Wednesdays). The time ranged from 30 minutes to 2 hours based on the grade level, student needs.</p>	<p>Classified Salary (Senior) 2000-2999: Classified Personnel Salaries Title I 20,000</p> <p>Classified Benefits (Senior) 3000-3999: Employee Benefits Title I 6,000</p> <p>Classified Salary (Bilingual) 2000-2999: Classified Personnel Salaries LCFF 30,000</p> <p>Classified Benefits (Bilingual) 3000-3999: Employee Benefits LCFF 8,000</p> <p>Classified Salary (Senior-RSP) 2000-2999: Classified Personnel Salaries Title I 10,000</p>	<p>Classified Salary (Senior) 2000-2999: Classified Personnel Salaries Title I 21,983</p> <p>Classified Benefits (Senior) 3000-3999: Employee Benefits Title I 8,723</p> <p>Classified Salary (Bilingual) 2000-2999: Classified Personnel Salaries LCFF 24,800</p> <p>Classified Benefits (Bilingual) 3000-3999: Employee Benefits LCFF 5,764</p> <p>Classified Salary (Senior-RSP) 2000-2999: Classified Personnel Salaries Title I 4,580</p>
<p>ELD/Science Support</p> <p>Teacher will collaborate with teachers to establish ELD learning goals and objectives, assist in coordinating of integrated and designated ELD lessons in the area of ELA/NGSS and provide before and after school intervention support.</p>	<p>Our ELD/Science Teacher was able to meet with all classes weekly for 50-75 minutes depending on the grade level. This was enhanced by teacher support in the classroom that either pretaught or extended the NGSS and ELD standards instruction for each grade level. Additionally, extended supports were provided on Saturday and during after school tutoring.</p>	<p>Certificated FTE Salary 1000-1999: Certificated Personnel Salaries LCFF 120,000</p> <p>Certificated FTE Benefits 3000-3999: Employee Benefits LCFF 30,000</p>	<p>Certificated FTE Salary 1000-1999: Certificated Personnel Salaries LCFF 109,235</p> <p>Certificated FTE Benefits 3000-3999: Employee Benefits LCFF 46,196</p>

Analysis

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

Over the course of the year, various programs were implemented to target student growth in ELA and Math. Program implementation focus was on guided reading and targeted, small group instruction as well identified student academic needs for after school support and interventions. This included a tutoring program in the fall that supported more than 80 students during a 5 week period. Additionally, we had 7 Saturday School sessions that allowed more than 500 student ADA days to be recovered and grade level standards based academic supports for students who attended the sessions. Teachers were able to visit each others classrooms at least two times during the year for grade level collaboration to enhance the quality of guided reading instruction within each of their classrooms. Teachers were also given time to meet with our TOSA to analyze student data and evaluate the progress of the systems being implemented. The effectiveness of each of these strategies proved to be positive for most students. Students were given opportunities to get extra support before, during, and after school and that growth can be seen in our running record data. As look toward 2019-20, we will have a greater emphasis on best first instruction, focusing on the Gradual Release and the Launch, Explore, Summarize lesson planning phases.

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 major differences between the intended implementation and the budgeted expenditures to support the implementation of the strategies and activities intended to meet the articulated goal of all students meeting grade level proficiency would be found in providing extended learning opportunities on Wednesdays and after school time for the STAR/AR programs which will provided more frequently for the next school year. There was a focus on moving from the old campus to the new campus, so new programs were not implemented due to the nature of the year, many programs were not started because of the impending move. The move date was originally set for December, but was pushed to February so it caused a change in the timeline and made it difficult to have lasting programs. However, there were many programs that did continue and were successfully implemented (Saturday school, small group interventions in second grade, and our ELD Science Lab). Much of the allocations that were overages were due to programs that provided extra support for students during and beyond the school day (Second grade small group instruction, Saturday school interventions provided by certificated teachers rather than classified staff), or a change in the way we fund certain program (for example, Field Trips became the goal of ASB and many were paid for by ASB).

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

In 2018-2019 our "ELD Science" teacher provided hands-on lessons and co-taught lessons to students in all grades K-5. Due to the decrease of allocated funds, the School Site Council in conjunction with the school district have collaborated on a plan to provide the support of an intervention teacher by split funding the 1.0 FTE that was 100% funded by the school's LCFF funding. In the 2019-2020 school year the "ELD Science" teacher will teach in conjunction with teachers in grades 3, 4, and 5 and will provide foundational intervention support for students in K, 1, and 2. Also in 2019-20, there is an allocation for funding 3 additional hours of an aide to do community liaison type work with students and families in need of extra wrap around support. More specific detail can be found in the Goals, Strategies, and Proposed Expenditures section of this School Plan.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Agua Caliente Elementary is committed to increasing opportunities for families and 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2017-2018 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2017-2018 rates.	Student Attendance Rates All Students (ALL) have an attendance rate of 95.12%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2017-2018.	Chronic Absenteeism Rates (Color (%)-Status-Level- Change) All Students (ALL) Yellow Medium 13.3% Declined -6.4% English Learner (EL) Yellow Medium 11.6% Declined -4.8% Hispanic (Hisp) Yellow Medium 13.3% Declined -6.5% African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow Medium 13.5% Declined -6% Students with Disabilities (SWD) Yellow Medium 17.6% Declined -3%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: 98% of Families scored favorably (based on 167 responses) All Students (ALL) 75% of students scored favorable, a decline of 4% based on 254 responses total. English Learner (EL) 75% of students scored favorable Hispanic (Hisp) 75% of students scored favorable African American (AA) N/A

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AC will provide parent training to help educate	Over the course of the year there were many	Certificated Hourly Time Cards	Certificated Hourly Time Cards

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
parents about the CA Standards and ways to help their children at home. These events include events like Kindergarten Orientation, Family Literacy/Math/Science Nights, etc.	opportunities for parent involvement. This included our Family Reading Mornings, Family Involvement Meetings, Literacy Nights, evening Festivals, Parent Conference Week events and State Testing workshops.	1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,324	1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,201
		Classified Hourly Time Cards 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,210	Classified Hourly Time Cards 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,100
		Materials/Supplies 4000-4999: Books And Supplies LCFF 3,000	Materials/Supplies 4000-4999: Books And Supplies LCFF 5,756
		Refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 3,000	Refreshments for parent/teacher meetings and workshops 5000-5999: Services And Other Operating Expenditures LCFF 1,961
Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.	There were regular meetings during which site and district staff supported families in understanding the SST process, SART process, and other Family Involvement Opportunities. SSC was held regularly throughout the year to inform and include parents on the day-to-day operations of the school, achievement data and collaboration around next steps. During Back to School Night our annual Title I meeting was held to inform parents of the the school's participation in Title I and the right of parents to be involved in the programs. During parent conferences that were held at least twice	Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 2,500	Classified Hourly Time Cards for Child Care 2000-2999: Classified Personnel Salaries LCFF 1,421
		Classified Hourly Time Cards for Interpretation 2000-2999: Classified Personnel Salaries LCFF 2,000	Classified Hourly Time Cards for Interpretation 2000-2999: Classified Personnel Salaries LCFF 979
		Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries LCFF 1,500	Guest Teachers so Teachers Can Meet with Families 1000-1999: Certificated Personnel Salaries LCFF 2,624

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	throughout the year, teachers and staff met with parents to support them in receiving mental health services and opportunities if their students needed them. Additionally during this time parent education workshops were provided to inform parents on various ways to assist their students at home.		

Analysis

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

Over the course of the year students across the grade levels were strategically invited to Saturday School to support increased attendance based on absences throughout the course of the school year. For example, when parents or guardians called to excuse student absences, instead of just excusing the absence, these phone calls became meaningful opportunities to interact with families to extend academic support to students. Saturday School each month was based on a cross-cutting theme connected to the NGSS standards. Students would rotate in grade level groups to receive instruction connected to the NGSS theme with the goal of providing enrichment of the state academic content standards. To this end, we provided more than 500 days of ADA recovery and extended learning supports for students in TK to grade 5 to support grade level standards based instruction. Families were also engaged in a myriad of opportunities throughout the year. These opportunities included our monthly Family Reading Mornings which were attended by 50-70 families each month. Family reading mornings were opportunities for parents to read with their students while they had breakfast. Families were able to take the book home each month that they received during these mornings. Additionally, after reading the book with their child, parents received information from the principal on various topics ranging from social-emotional well being, SBAC, growth mindset, literacy support at home, and the standards of mathematical practice. Other family opportunities at the site included Parent/Teacher Conferences, school wide festivals, Family Literacy Nights, and before/after school parent informational meetings. Additionally, Agua Caliente partnered with the FIND Food Bank, the Riverside County Department of Public Health's "Boosters and Beyond" Program, and the Riverside County Storm Water Commission to support clean ground water.

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 major differences between the intended implementation and the budgeted expenditures to support the implementation of the strategies and activities intended to meet the articulated goal of increasing opportunities for families and community to be meaningful partners in the education of our students would be found in that a significant amount of money was dedicated to certificated substitute teachers to provide release time for teachers and families to meet (many of which included needed interpretation) and therefore we spent more on these meetings that were added to support teacher and family connections. Not only did these additional expenditures go towards parent/teacher conferences, but they also went towards SSTs, family reading mornings, family literacy nights, and before/after school parent informational meetings.

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 2019-2020 school plan, there will be even more of a focus on family and community partnerships as the 2018-2019 school year was dedicated to moving students safely from the old school to the new school. Despite providing opportunities for families to be involved, the 2019-20 school year will bring even more time for this since the construction of a new facility has been completed. For example, regular meetings will be scheduled with the families of SWD to increase attendance rates and provide support for families through parent education workshops on an ongoing basis. Additionally, site support staff will meet throughout the year with all parents to increase school connectedness through a

series of parent education workshops on topics selected by the parents. You can see this specifically in the new plan's parent and community partnerships section.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Positive Behavior Intervention Systems (PBIS) includes 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 a school is 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
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2017-2018 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2017-2018 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2017-2018 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2017-2018 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	Suspension Rates: (Color (%)-Status-Level-Change) All Students (ALL) Green Low 1% Maintained 0.1% English Learner (EL) Green Low 1% Maintained -0.1% Hispanic (Hisp) Yellow Medium 1.1% Maintained 0.1% African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow Medium 1% Increased 0.3% Students with Disabilities (SWD) Orange Medium 2.9% Increased 1.3%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	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
Panorama Survey - School Connectedness All students EL AA Hisp SED	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: All students: 75% Responded Favorably EL: 75% Responded Favorably AA: N/A Hisp: 75% Responded Favorably SED: 76% Responded Favorably

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL AA Hispanic SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 54% Responded Favorably EL: 52% Responded Favorably AA: N/A Hispanic: 55% Responded Favorably SED: 54% Responded Favorably
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supervision aides to provide adequate supervision for students during the morning and lunch to ensure safety and welfare.	Supervision aides were utilized to support safety and welfare on the playground during all recess times and lunch. As a result of the construction for the new building being on top of the various playgrounds, additional supervision was needed during all recess times and lunches since the size of play areas were significantly smaller than before. The limited space required additional staffing so that students could play in other areas due to the limited space.	Salaries for Extra Supervision Aides/Recess Coach 2000-2999: Classified Personnel Salaries LCFF 13,000	Salaries for Extra Supervision Aides/Recess Coach 2000-2999: Classified Personnel Salaries LCFF 34,017
		Benefits for 2 Supervision Aides/Recess Coach 3000-3999: Employee Benefits LCFF 2,000	Benefits for 2 Supervision Aides/Recess Coach 3000-3999: Employee Benefits LCFF 2,702
Provide positive behavior incentives for students. Incentives are given for positive behavior, attendance, and academic and personal achievement.	Materials and supplies were purchased to provide incentives for students with the goal of encouraging and maintaining positive behaviors, increasing and maintaining good attendance, and for academic and personal achievements. These materials and supplies included small prizes that students received for their achievements and were rewarded to them during school-wide activities.	Materials/Resources/Incentives 4000-4999: Books And Supplies LCFF 3,000	Materials/Resources/Incentives 4000-4999: Books And Supplies LCFF 5,757

Analysis

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

Ensuring the safety and welfare of students at all times throughout the school day is a top priority which is connected to the planned actions and services that were to be provided this school year. Supervision of students on the old campus due to the construction was imperative in terms of keeping all students safe and out of danger from the construction areas due to the change in the campus layout as a result of the reduction of the playground areas. Supervision aides utilized other areas such as the cafeteria and empty classrooms to allow additional space for students to read, play games, dance, and exercise through yoga or stretching since the limited playground space did not provide enough space to accommodate all students during recess and lunches. Adequate supervision of students also included the safety of students before and after school with additional staffing needed during these times due to rerouted entrances and exits and multiple exits used to dismiss students after school due to the limited space. Supervision aides were also used to provide additional adult reinforcements for behavior support interventions in place for students during the school day.

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 major differences between the intended implementation and the budgeted expenditures to support the implementation of the strategies and activities intended to meet the articulated goal for Positive Behavior Intervention Systems (PBIS) including proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments can be found in the discrepancy between the goal and the planned actions and services. The goal outlines a PBIS system yet the actions and services do not layout a process to define, teach, and support the implementation of PBIS. In order to adequately meet this goal here, a continuum of positive behavior support for all students within the school was implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms) which can be seen in the school wide Agua Caliente Code of Conduct. Furthermore, there was a major difference between the budgeted expenditures needed to implement the planned actions and services outlined which is seen in the overage of salaries for supervision staff. The overages were due to the construction of the new campus on the old campus playground fields which resulted in additional supervision being needed to ensure adequate space for all 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.

Goal 3 will be revamped to encompass the Agua Caliente Code of Conduct to include planned actions and services that address a process for providing staff with proactive strategies for defining, teaching, and supporting appropriate student behaviors which will be provided by the school counselor. This will be outlined in the planned improvements section. In order to address the significant "overage" of LCFF funds dedicated to supervision aides to support the safety and welfare of our students as we transitioned from the old campus to the new campus, this will be reflected in the new school plan by allocating specific hours to those aides to cover all of the shifts without the need for extra duty. The plan is to move all of the aides to 5 or 5.75 hour positions.

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 students will graduate high school prepared with the academic and technical skills necessary for college and career readiness.

Identified Need

1. Academic Indicator - ELA: While students increased significantly, students are still 42.5 points from meeting standard.
2. Academic Indicator - Math: While students increased, students are still 62.1 points from meeting standard.
3. English Learner Progress Indicator (ELPI): The baseline year from 2017-2018 shows that 33.8% of students were at a Level 4 on ELPAC, therefore eligible for Reclassification. We need to increase the number of Level 4 students in order to move them into eligibility for reclassification.
4. English Learner Reclassification Rate (RFEP): The reclassification rate was 9.5% (nearly three points below the county average of 12.3%).
5. 3rd Grade ELA SBAC Results: During the 2017-2018 school year, only 36.89% of 3rd grade students met or exceeded the SBAC.
6. 3rd Grade DIBELS: The midyear 2018-2019 school year data for DIBELS shows that 56% of students were at grade level of the DCS.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-42.5) Medium Increased +28.5 points English Learners (EL) Yellow (-45.5) Medium Increased +26.2 Hispanic (Hisp) Yellow (-43.3) Medium Increased +29.4 African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow (-42.8) Medium Increased +30.1 Students with Disabilities (SWD) N/A	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Green (-37.5) Medium Increased +5 points English Learners (EL) Green (-40.5) Medium Increased +5 Hispanic (Hisp) Green (-38.3) Medium Increased +5 African American (AA) N/A Socioeconomically Disadvantaged (SED) Green (-37.8) Medium Increased +5 Students with Disabilities (SWD) N/A
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-62.1) Medium Increased +8.5	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Green (-58.1) Medium Increased +4

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	English Learners (EL) Yellow (-64.1) Medium Increased +8 Hispanic (Hisp) Yellow (-63.5) Medium Increased +8.7 African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow (-62.7) Medium Increased +9.4 Students with Disabilities (SWD) N/A	English Learners (EL) Green (-60.1) Medium Increased +4 Hispanic (Hisp) Yellow (-59.5) Medium Increased +4 African American (AA) N/A Socioeconomically Disadvantaged (SED) Green (-58.7) Medium Increased +4 Students with Disabilities (SWD) N/A
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Level 4: 33.8% Level 3: 36.1% Level 2: 21% Level 1: 9.1%	California School Dashboard - English Learner Progress Indicator (ELPI) Increase by 3% from the 2017-2018 baseline data.
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 of the county of Riverside or by a 2% increase (11.5%)
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 9.84% Exceeded, 27.05% Met, 22.95% Nearly Met, 40.16% Did Not Meet English Learners (EL) 2.26% Exceeded, 12.03% Met, 24.81% Nearly Met, 60.90% Did Not Meet Hispanic (Hisp) 10.08% Exceeded, 26.89% Met, 22.27% Nearly Met, 40.76% Did Not Meet African American (AA) N/A Socioeconomically Disadvantaged (SED) 10.08% Exceeded, 26.89% Met, 22.69% Nearly Met, 40.34% Did Not Meet Students with Disabilities (SWD) 0% Exceeded, 3.7% Met, 7.41% Nearly Met, 88.89% Did Not Meet	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Increase by 2% of Students who Met or Exceeded Standard) All Students (ALL) 11.84% Exceeded, 29.05% Met, 22.95% English Learners (EL) 4.26% Exceeded, 14.03% Met Hispanic (Hisp) 12.08% Exceeded, 28.89% Met African American (AA) Socioeconomically Disadvantaged (SED) 12.08% Exceeded, 28.89% Met Students with Disabilities (SWD) 2% Exceeded, 5.7% Met
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) On the Middle of Year Composite Score for 3rd Grade 56% were in the Green, 13% were in the yellow, and 31% were in the red.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) A 4% Increase on End of Year Composite Score for 3rd Grade students (60% in green).

Metric/Indicator	Baseline	Expected Outcome
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.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,026
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Time Cards
Amount	4,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Hourly Time Cards
Amount	2,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration/Guest Teacher Costs
Amount	500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

Conferences/PD

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.

Students to be Served by this Strategy/Activity☒ All**Timeline**

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Time cards for Extended Day

Amount	6,250
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Time cards for Extended Day

Amount	3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Materials/Resources

Amount	500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Enhanced Learning Opportunities/Field Trips

Amount	6,029
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Small Group Instruction Support

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**

7/1/2019-6/30/2020

Person(s) Responsible

Administration/Librarian

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology Software

Strategy/Activity 4

Classroom Support in the form of senior paraprofessionals will provide support in school and after school across all content areas in grades K-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. The hours of the Resource senior paraprofessional will be increased to expand support to families and students with special needs through comprehensive wrap around services. Additional time will be given to classified staff to support student academic and behavioral interventions.

Students to be Served by this Strategy/Activity☒ English Learner
☒ Students with Disabilities**Timeline**

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	23,500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salary (Senior)

Amount	6,000
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified Benefits (Senior)
Amount	20,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salary (Bilingual)
Amount	8,000
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified Benefits (Bilingual)
Amount	18,500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salary (Para increase to 1.0 FTE)
Amount	15,000
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified Salary (Para increase to 1.0 FTE)
Amount	4,348
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Classified Support

Strategy/Activity 5

The ELD and Science Support Teacher will collaborate with teachers to establish ELD learning goals and objectives correlated to the grade level ELD standards, assist in the coordination of integrated and designated ELD lessons connected to the ELA and NGSS standards, and provide before and after school intervention support targeted to meet student needs based on academic performance data. .

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration
ELD Science Teacher

Proposed Expenditures for this Strategy/Activity

Amount	56,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.5 Certificated FTE Salary for Grades 3-5 Science

Amount	27,000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	0.5 Certificated FTE Benefits

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 ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

1. Student Attendance Rate: Maintain district target of 95% attendance or better.
2. Chronic Absenteeism Rate: Reduce the chronic absenteeism rate of 13.3%
3. Family School Connectedness: Increase the "scored favorably" of Family School Connectedness.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 95.12%	Student Attendance Rates All Students (ALL) 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%)-Status-Level- Change) All Students (ALL) Yellow Medium 13.3% Declined -6.4% English Learner (EL) Yellow Medium 11.6% Declined -4.8% Hispanic (Hisp) Yellow Medium 13.3% Declined -6.5% African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow Medium 13.5% Declined -6% Students with Disabilities (SWD) Yellow Medium 17.6% Declined -3%	Chronic Absenteeism Rates (Color (%)-Status-Level- Change) All Students (ALL) Yellow Medium 10.3% Declined -3% English Learner (EL) Green Medium 8.6% Declined -3% Hispanic (Hisp) Yellow Medium 10.3% Declined -3% African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow Medium 10.5% Declined -3% Students with Disabilities (SWD) Yellow Medium 14.6% Declined -3%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: 98% of Families scored favorably (based on 167 responses) All Students (ALL) 75% of students scored favorable, a decline of 4% based on 254 responses total. English Learner (EL) 75% of students scored favorable	Family School Connectedness via Panorama Family Climate Survey Baseline Results: 100% of Families to score favorably (based on 25% more responses) All Students (ALL) 85% of students to score favorable, an increase of 10% English Learner (EL) 85% of students to score favorable Hispanic (Hisp) 85% of students to score favorable

Metric/Indicator	Baseline	Expected Outcome
	Hispanic (Hisp) 75% of students scored favorable African American (AA) N/A	African American (AA) N/A

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

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	722
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Time Cards
Amount	1,810
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Hourly Time Cards
Amount	1,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials/Supplies
Amount	3,000
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Hourly Time Cards for Child Care
Amount	500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Hourly Time Cards for Interpretation
Amount	1,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Guest Teachers so Teachers Can Meet with Families
Amount	1,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Classified Hourly Time Cards for Extra Support for Students during Meetings

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 will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%)-Status-Level-Change) All Students (ALL) Green Low 1% Maintained 0.1% English Learner (EL) Green Low 1% Maintained -0.1% Hispanic (Hisp) Yellow Medium 1.1% Maintained 0.1% African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow Medium 1% Increased 0.3% Students with Disabilities (SWD) Orange Medium 2.9% Increased 1.3%	Suspension Rates: (Color (%)-Status-Level-Change) All Students (ALL) Green Low 1% Maintain 0.1% English Learner (EL) Green Low 1% Maintain 0.1% Hispanic (Hisp) Yellow Medium 1.1% Maintain 0.1% African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow Medium 1% Increased 0.3% Students with Disabilities (SWD) Orange Medium 2.9% Increased 1.3%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	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) Maintain No Expulsions English Learner (EL) Maintain No Expulsions Hispanic (Hisp) Maintain No Expulsions African American (AA) Maintain No Expulsions Socioeconomically Disadvantaged (SED) Maintain No Expulsions Students with Disabilities (SWD) Maintain No Expulsions

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness All students: 75% Responded Favorably EL: 75% Responded Favorably AA: N/A Hisp: 75% Responded Favorably SED: 76% Responded Favorably	Panorama Survey - School Connectedness All students: 85% Responding Favorably EL: Increase to 85% Responding Favorably AA: N/A Hisp: 85% Responding Favorably SED: 86% Responding Favorably
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety All students: 54% Responded Favorably EL: 52% Responded Favorably AA: N/A Hisp: 55% Responded Favorably SED: 54% Responded Favorably	Panorama Survey - School Safety All students: 69% Responding Favorably EL: 67% Responding Favorably AA: N/A Hisp: 70% Responding Favorably SED: 69% Responding Favorably
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.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount 30,900

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

Description Salaries for 5 Supervision Aides/Recess Coach

Amount 14,225.62

Source LCFF

Budget Reference

3000-3999: Employee Benefits

Description

Benefits for 5 Supervision Aides/Recess Coach

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 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☒ All**Timeline**

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Grade Level Leaders, Classroom Teachers, Paraprofessionals

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

5,000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Materials/Resources/Incentives

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**Timeline**

7/1/2019-6/30/2020

Person(s) Responsible

Administrator and School Counselor

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

500

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Counselor will meeting regularly with teaching staff, students, and families to implement goal.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)
NGSS TOSA	July1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction.	6,130	Title I
Technology TOSAs	July1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students.	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities.	35,301	Title I
Primary Reading Intervention Teacher - Half-time	July 1, 2019 - June 30, 2020	Provide targeted interventions and supports to students below grade level in grades K-3.	77,557	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding.	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model.	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies.	5,667	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures.	1,667	Title IV

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)

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	\$125,406
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$281,810.62

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	122,874	0.00
Title I Part A: Parent Involvement	2,532	0.00
LCFF	156,404.62	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	\$122,874.00
Title I Part A: Parent Involvement	\$2,532.00

Subtotal of additional federal funds included for this school: \$125,406.00

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	\$156,404.62

Subtotal of state or local funds included for this school: \$156,404.62

Total of federal, state, and/or local funds for this school: \$281,810.62

Expenditures by Funding Source

Funding Source	Amount
LCFF	156,404.62
Title I	122,874.00
Title I Part A: Parent Involvement	2,532.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	78,777.00
2000-2999: Classified Personnel Salaries	110,808.00
3000-3999: Employee Benefits	70,225.62
4000-4999: Books And Supplies	18,000.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	63,029.00
2000-2999: Classified Personnel Salaries	LCFF	38,650.00
3000-3999: Employee Benefits	LCFF	41,225.62
4000-4999: Books And Supplies	LCFF	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	500.00
1000-1999: Certificated Personnel Salaries	Title I	15,026.00
2000-2999: Classified Personnel Salaries	Title I	70,348.00
3000-3999: Employee Benefits	Title I	29,000.00
4000-4999: Books And Supplies	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	722.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,810.00

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		
Adrian Alvarado		X			
Erica Chaillot		X			
Susan Palmquist		X			
Ana Santana				X	
Jacqueline Rivera				X	
Santa Oliva				X	
Elizabeth Barron				X	
Elizabeth Garza				X	
Numbers of members of each category:	1	3	1	5	0

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

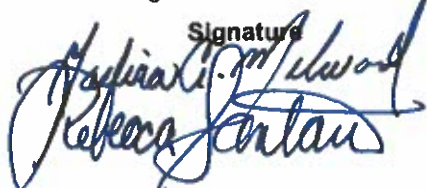
Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

English Learner Advisory Committee

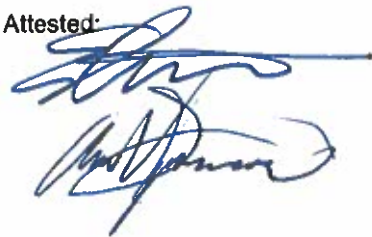
Other: Leadership and School Teaching Staff

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

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

This SPSA was adopted by the SSC at a public meeting on September 30, 2019.

Attested:



Principal, Eric Antuna on 9/30/19

SSC Chairperson, Ana Santana on 9/30/19