

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	Two Bunch Palms Elementary
Address	14250 West Drive Desert Hot Springs, CA 92240
County-District-School (CDS) Code	3367173-6115448
Principal	Joseph Scudder
District Name	Palm Springs Unified School District
SPSA Revision Date	October 18, 2019
Schoolsite Council (SSC) Approval Date	October 22, 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

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

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

School Profile

Two Bunch Palms is an elementary school located in Desert Hot Springs, a desert resort community in Riverside County. Two Bunch Palms Elementary School is part of the Palm Springs Unified School District, which is comprised of sixteen elementary schools, five middle schools, four comprehensive high schools, one alternative education academy, and a continuation high school. Two Bunch Palms opened in August of 1998. The enrollment is approximately 830 students in transitional kindergarten through grade five. In addition, the PSUSD Early Childhood Education department runs two Pre-School and one Head Start class on campus.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Students with Disabilities

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

Two Bunch Palms Elementary (TBP) School Site Council (SSC) meets regularly during 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 interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The TBP School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

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

The School Site council provided input to the SPSA throughout the 2018-19 school year. SSC members are: Parents: Maple Avila, Nicole Brock, Monica Dorame, Liliana Nelson, Angelina Velasquez. Staff members: Debbi Collier (other certificated), Kristin Hampton (teacher), Sherry Joyce (teacher), Griselda Pacheco (teacher) and Joseph Scudder (principal). Members were elected by voting that took place in September, 2018. Meeting minutes (attached) document the nomination and voting process.

Meeting dates and summaries:

9/25/18: training was provided for new and returning SSC members, a calendar of future meetings was established along with proposed agenda items for each meeting.

2/26/19: data analysis of test scores and discussion of the needs of TBP students, review of the 2019-2020 proposed budget and gathered input from SSC members for the development of the 2019-2020 SPSA
4/30/19: review of DRAFT 2019-2020 SPSA and discussion of the actions planned correlated to the budget available. No revisions were suggested.
6/4/19: review of the revised DRAFT 2019-2020 SPSA and vote to approve. Signatures obtained.

Additionally the principal elicited input from:

ELAC (members: Griselda Pacheco, teacher, Angelina Velasquez, parent; - need names of other members)

Site Leadership Team (members: Lorie Marez, Susie Diaz, Katia Moreno, Marisol Barrientos, Charlene Nelson, Rosie Dorado, Laura Daniel, Débbi Collier, Denise Fenton, Joseph Scudder)

Targeted Support and Improvement (TSI) meetings were held on 2/20/19 (to review the areas of need, brainstorm actions to address those needs) and on 3/29/19 (review and edit brainstormed actions and establish tasks to be carried out by various members of the team. The team consists of: Mark Arnold, Director, State and Federal Programs; Anne Kalisek, Executive Director, Student Services, Vikki Parkinson, Director, Special Education; Joseph Scudder, Principal, Two Bunch Palms.

Resource Inequities

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

Barriers to the success of TBP students to achieve at state standard include:

Students with Disabilities need access to General Education, grade level, core curriculum in order to demonstrate understanding. At the same time, they need additional support to access that grade level curriculum. inequity exists in that students are currently not receiving sufficient support, in the General Education setting, to close the achievement gap.

Our high Socio-Economically Disadvantaged population faces inequity in their experiential background to compete with students with more advantaged backgrounds. It falls upon the public schools to provide those experiences, both on site and through off campus field trips. Funds need to be allocated for these experiences.

Our high English Learner population does provide challenges. However at Two Bunch Palms we have among the highest rate of reclassification among 3rd, 4th and 5th graders of any school in the district. Furthermore, those reclassified students consistently out-perform their English Only counterparts on standardized tests. Being an English Language Learner is not a barrier to learning at Two Bunch Palms.

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

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 SPSSA 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.

Greatest Progress

One area of positive growth can be measured through Dibels data. Dibels (Dynamic Indicators of Basic Early Literacy Skills) is an assessment protocol that focuses on student growth in early literacy skills. Our K-5 students made significant growth overall, and in several grade levels scored above the district average. For example, our end of year Kindergarten Dibels scores show that 92% of TBP kindergarten students are in the "green" (proficient). Consistently TBP scored second out of the five Desert Hot Springs elementary schools.

We also made significant progress on our SBAC ELA scores. Our "All Students" score showed a 21 point growth. Math for "All Students" showed a growth of 3.5 points.

Our English Learner reclassification rate is the second highest of the 15 regular elementary schools in the district. We reclassified 78 students to FEP (Fluent English Proficient) this year.

Staff professional development and coaching in the areas of phonemic awareness teaching strategies, ELD strategies, Guided Reading for ELA and Bridges training for Math are all having a positive impact on our overall academic success. We are continuing PD in all of these areas for the 2019-20 school year, with specific emphasis on writing for ELA, High Impact training for math, and a blending of ELD and NGSS strategies to create more connections for our EL students.

Areas of progress in SBAC results are highlighted along with the areas of greatest need, below.

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?

Greatest Needs

Two Bunch Palms Dashboard data from fall 2018 shows some areas of growth, which we are certainly proud of, but also some areas of concern that will be addressed through the actions in this SPSSA. On the positive side, our English Learner population is scoring at the Median range (67.0 to 75.0) and we increased our EL scores overall by at least 1.5%. Another positive is our math scores, which, while in the Low range (25-95 points below the goal) our scores for all significant subgroups (All, English Learners, Socio-Economically Disadvantaged and Hispanic) increased over the previous data by at least 3%. The two areas of concern are as follows: our English Language Arts scores are Low (5-75 points below the goal) and our fall 2017 scores declined over previous data by 3-15 points. Also of concern are our KDS (Key Data System) scores. The KDS assessments closely mirror the SBAC assessments. As a district the scores are low, and TBP scores are consistently in the bottom quartile across the district. Many of the actions outlined in this SPSSA will be focused on improving achievement in this area. Some of these actions include: utilizing an academic coach to provide coaching support for teachers in all subject areas, but with a focus on ELA; utilizing paraprofessional aides (as directed by teachers who analyze the data, prescribe interventions and develop lesson plans) to provide small group ELA intervention; purchasing Accelerated Reader to increase reading and measure comprehension progress; paying for substitute teachers to provide coverage for classroom teachers as they assess students, attend data analysis meetings or attend professional development.

Upon returning to school for the 2019-2020 school year we analyzed our SBAC data. In ELA our overall average percentage of students who "Met" or "Exceeded" standards increased by 1.1 percent, while our overall average for math declined by 1.5%. In both ELA and math there were some significant increases (3rd grade ELA +4.1%, 5th grade ELA +4.9%, 5th grade math +6.8%) as well as some significant declines (4th grade ELA -5.9%, 3rd grade math -4.5%, 4th grade math -7.4%). We continue to fund our Academic Coach through Title I and LCAP funds. The focus of the Academic Coach this year will be on the grade levels and teachers who had significant declines in scores - through coaching, modeling and providing professional development (i.e. specific instructional strategies). The Academic Coach will participate in all Kris Tom (ELA) and High Impact (math) professional development this year for every grade level, then providing support for teachers after those PD sessions. Extended day tutoring before school for 3rd and 4th grade will focus on math. We had planned to utilize Kris Tom for PD in the area of writing. After looking at these results, we have adjusted the focus on writing that is specific to the SBAC performance tasks; understanding the prompts and writing to the prompts with grade level rigor.

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?

Performance Gaps

Two Bunch Palms has no student groups that are two or more performance levels below the "all student" performance level. In fact, in some areas we have student groups that are performing above the "all students" level. For suspensions, our English Learner students, our Homeless population and our White population scored above the "All Students" level. In the English Learner grid, our students scored in the green area - medium overall, with an increase of at least 1.5%. Despite these successes, we also have a lot of "catching up" to do. None of our student groups are performing at the "high" or "very high" ranges in ELA or Math. In the "Goals" section, we address these gaps with actions designed to increase student achievement for significant subgroups and all students.

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	0.7%	0.75%	0.5%	6	6	4
African American	4.1%	4.88%	4.46%	34	39	36
Asian	0.1%	0.13%	0.12%	1	1	1
Filipino	0.2%	0.25%	0.25%	2	2	2
Hispanic/Latino	86.5%	86.11%	86.86%	722	688	701
Pacific Islander	%	%	%			
White	7.3%	6.76%	5.82%	61	54	47
Multiple/No Response	0.1%	%	%	1		
Total Enrollment				835	799	807

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	136	128	155
Grade 1	142	126	111
Grade 2	141	140	108
Grade3	134	134	151
Grade 4	136	130	142
Grade 5	146	141	140
Total Enrollment	835	799	807

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	486	438	411	58.2%	54.8%	50.9%
Fluent English Proficient (FEP)	50	54	57	6.0%	6.8%	7.1%
Reclassified Fluent English Proficient (RFEP)	40	40	30	7.7%	8.2%	6.8%

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	136	148	155	134	146	153	134	146	153	98.5	98.6	98.7
Grade 4	136	137	147	132	134	146	132	134	146	97.1	97.8	99.3
Grade 5	141	144	141	138	143	140	138	143	140	97.9	99.3	99.3
All Grades	413	429	443	404	423	439	404	423	439	97.8	98.6	99.1

* 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	2369	2391	2393	8.21	13.01	12.42	16.42	17.12	21.57	23.13	30.14	28.10	52.24	39.73	37.91
Grade 4	2403	2431	2427	5.30	13.43	7.53	18.18	20.15	20.55	22.73	26.87	34.25	53.79	39.55	37.67
Grade 5	2436	2447	2453	7.25	6.29	10.71	19.57	24.48	25.00	13.04	22.38	17.86	60.14	46.85	46.43
All Grades	N/A	N/A	N/A	6.93	10.87	10.25	18.07	20.57	22.32	19.55	26.48	26.88	55.45	42.08	40.55

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	7.46	14.38	16.34	31.34	47.26	51.63	61.19	38.36	32.03
Grade 4	8.33	16.42	10.96	46.21	49.25	53.42	45.45	34.33	35.62
Grade 5	13.04	11.89	17.86	37.68	48.95	37.86	49.28	39.16	44.29
All Grades	9.65	14.18	15.03	38.37	48.46	47.84	51.98	37.35	37.13

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	8.96	10.96	4.58	41.04	42.47	55.56	50.00	46.58	39.87
Grade 4	8.33	11.19	7.53	42.42	41.04	53.42	49.24	47.76	39.04
Grade 5	13.04	6.29	12.86	34.78	52.45	43.57	52.17	41.26	43.57
All Grades	10.15	9.46	8.20	39.36	45.39	51.03	50.50	45.15	40.77

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	10.45	12.33	14.38	61.94	62.33	66.67	27.61	25.34	18.95
Grade 4	3.03	5.97	8.22	52.27	67.91	71.92	44.70	26.12	19.86
Grade 5	6.52	6.99	12.86	58.70	51.05	52.14	34.78	41.96	35.00
All Grades	6.68	8.51	11.85	57.67	60.28	63.78	35.64	31.21	24.37

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	9.70	11.64	13.07	35.82	50.68	45.75	54.48	37.67	41.18
Grade 4	8.33	14.93	8.22	50.76	51.49	57.53	40.91	33.58	34.25
Grade 5	10.87	13.29	15.71	41.30	44.76	40.71	47.83	41.96	43.57
All Grades	9.65	13.24	12.30	42.57	48.94	48.06	47.77	37.83	39.64

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	136	150	155	135	149	153	135	149	153	99.3	99.3	98.7
Grade 4	136	138	147	135	136	146	135	136	146	99.3	98.6	99.3
Grade 5	141	144	141	139	144	140	139	144	140	98.6	100	99.3
All Grades	413	432	443	409	429	439	409	429	439	99	99.3	99.1

* 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	2390.	2391.	2385.	8.15	6.71	9.15	17.78	25.50	18.30	34.81	28.86	25.49	39.26	38.93	47.06
Grade 4	2432.	2436.	2419.	4.44	10.29	4.11	25.19	19.12	17.81	35.56	35.29	30.82	34.81	35.29	47.26
Grade 5	2442.	2446.	2450.	5.76	5.56	10.71	10.07	9.72	11.43	23.74	29.86	27.14	60.43	54.86	50.71
All Grades	N/A	N/A	N/A	6.11	7.46	7.97	17.60	18.18	15.95	31.30	31.24	27.79	44.99	43.12	48.29

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	14.81	22.15	16.34	40.00	33.56	28.10	45.19	44.30	55.56
Grade 4	16.30	16.18	8.22	29.63	38.24	32.19	54.07	45.59	59.59
Grade 5	7.91	9.72	12.14	23.02	28.47	30.00	69.06	61.81	57.86
All Grades	12.96	16.08	12.30	30.81	33.33	30.07	56.23	50.58	57.63

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	10.37	8.05	11.76	45.93	41.61	43.79	43.70	50.34	44.44
Grade 4	7.41	13.97	9.59	43.70	38.97	40.41	48.89	47.06	50.00
Grade 5	6.47	6.25	10.00	34.53	35.42	31.43	58.99	58.33	58.57
All Grades	8.07	9.32	10.48	41.32	38.69	38.72	50.61	51.98	50.80

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	11.85	12.08	11.76	48.15	55.70	42.48	40.00	32.21	45.75
Grade 4	11.11	13.24	10.27	46.67	40.44	38.36	42.22	46.32	51.37
Grade 5	8.63	3.47	10.00	33.81	45.14	36.43	57.55	51.39	53.57
All Grades	10.51	9.56	10.71	42.79	47.32	39.18	46.70	43.12	50.11

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	1459.8		1456.1		1468.4		71	
Grade 1	1487.2		1485.1		1488.7		67	
Grade 2	1480.3		1477.3		1482.7		90	
Grade 3	1497.4		1494.4		1499.9		71	
Grade 4	1510.7		1498.4		1522.7		59	
Grade 5	1496.0		1483.6		1507.8		56	
All Grades							414	

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	57.75		23.94		*		*		71	
1	56.72		29.85		*		*		67	
2	46.67		33.33		13.33		*		90	
3	*		47.89		22.54		18.31		71	
4	22.03		54.24		*		*		59	
5	*		53.57		*		*		56	
All Grades	36.23		39.37		14.73		9.66		414	

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	61.97		23.94		*		*		71	
1	67.16		19.40		*		*		67	
2	61.11		24.44		*		*		90	
3	36.62		32.39		22.54		*		71	
4	35.59		45.76		*		*		59	
5	35.71		41.07		*		*		56	
All Grades	50.97		30.19		11.11		7.73		414	

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	57.75		*		23.94		*		71	
1	49.25		28.36		16.42		*		67	
2	27.78		32.22		28.89		*		90	
3	*		22.54		28.17		38.03		71	
4	*		40.68		28.81		*		59	
5	*		32.14		30.36		23.21		56	
All Grades	30.19		27.78		26.09		15.94		414	

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	74.65		21.13		*		71	
1	67.16		29.85		*		67	
2	67.78		27.78		*		90	
3	19.72		64.79		15.49		71	
4	33.90		59.32		*		59	
5	33.93		53.57		*		56	
All Grades	51.21		41.30		7.49		414	

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	49.30		43.66		*		71	
1	67.16		26.87		*		67	
2	53.33		37.78		*		90	
3	47.89		42.25		*		71	
4	50.85		35.59		*		59	
5	46.43		41.07		*		56	
All Grades	52.66		37.92		9.42		414	

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	39.44		54.93		*		71	
1	58.21		34.33		*		67	
2	34.44		43.33		22.22		90	
3	*		42.25		47.89		71	
4	*		67.80		*		59	
5	*		64.29		25.00		56	
All Grades	28.99		50.00		21.01		414	

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	74.65		19.72		*		71	
1	41.79		53.73		*		67	
2	34.44		58.89		*		90	
3	26.76		56.34		16.90		71	
4	27.12		69.49		*		59	
5	21.43		62.50		*		56	
All Grades	38.41		52.90		8.70		414	

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
799	96.2%	54.8%	0.6%
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.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	438	54.8%
Foster Youth	5	0.6%
Homeless	165	20.7%
Socioeconomically Disadvantaged	769	96.2%
Students with Disabilities	73	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	4.9%
American Indian	6	0.8%
Asian	1	0.1%
Filipino	2	0.3%
Hispanic	688	86.1%
Two or More Races	9	1.1%
White	54	6.8%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

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 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 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 2017 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 2017 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(-41.3), Increased significantly, +21 English Learners (EL) Yellow(-40.4), increased significantly, +27 Hispanic (Hisp) Yellow(-43.1), increased significantly, +24.3 African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow(-43.2), increased significantly 21.6 Students with Disabilities (SWD) Orange(-119.4), increased, 8.7
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 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 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(-53.5)- Low- Increased - +3.5 English Learners (EL) -Yellow(-47.7)- Low- Increased - +14.2 Hispanic (Hisp)-Yellow(-54.2)-Low- Increased - +7.1 African American (AA)- None-Low- N/A Socioeconomically Disadvantaged (SED)-Yellow(-55.2)-Low- Increased - +4.0 Students with Disabilities (SWD)- Orange(-132.7)-Very Low- Increased - +3

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2017 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 2017 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>Upon release of ELPI in the Fall Dashboard:</p> <p>"Blue" or "Green" 2017 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" 2017 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" 2017 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" 2017 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 ELPAC Baseline Results: Well Developed - 36.2% Moderately Developed - 39.4% Somewhat Developed - 14.7% Beginning Stage-9.7%</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 8.2%</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 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) - 30.13% English Learners (EL)-23.61% Hispanic (Hisp)-30.58% African American (AA)-N/A Socioeconomically Disadvantaged (SED)- 30.29% Students with Disabilities (SWD) -0%</p>
<p>3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results</p>	<p>Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3</p>	<p>3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	will increase 4% for all groups from 2016-2017 data.	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) - 38%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional support through the use of technology. Subscription service access for all students including use from home when available. Programs may include, but are not limited to: Accelerated Reader, Flowcabulary, Read Naturally Live, etc.	Categorical funds were used to purchase Accelerated Reader licenses for Kindergarten through 5th grade students. (Next year we will reduce the number of licenses purchased for Kindergarten and 1st grade, as they were not all utilized in 2018-2019).	Software licenses for student access 5000-5999: Services And Other Operating Expenditures LCFF 9000	8500
Additional supplies, purchases to support learning within first instruction and intervention settings. Reading materials and books, technology purchases (hardware, such as laptops for teachers, chromebooks or iPads for students, printers or specialty electronic devices such as postermakers, letter cutters, etc for use in all classrooms); , software and tech supplies (such as toner, ink, etc) to supplement curricular and intervention programs.	Categorical funds were used to purchase ten replacement laptops for teachers, three printers and three elmos. Ink and toner was purchased for most classrooms.	Supplemental supplies and Technology 4000-4999: Books And Supplies LCFF 24,000	23,000
		Supplemental supplies and Technology 4000-4999: Books And Supplies Title I 0	0
Extended day intervention programs to support student academic need. Literacy and math programs to be implemented based on student performance data	Funds were used to pay teachers hourly for before and after school tutoring (this was in addition to the SES tutoring provided through district Title I funds).	Extended Day Intervention - hourly certificated salary 1000-1999: Certificated Personnel Salaries Title I	4,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
on local and district measures (to be set based on first assessments in 18-19 and SBAC scores from Spring of 2018). EL targeted extended day intervention programs will use literacy data, SBAC and ELPAC results.		4000 Extended Day Intervention - hourly certificated benefits 3000-3999: Employee Benefits Title I 1476	400
All students receive Guided Reading Support (60 minutes per day) provided by their classroom teacher. Those students most in need also receive additional support (push in and/or pull out) from the Academic Coach, Literacy TOSA and/or paraprofessionals.	Three paraprofessional aides were paid all year to provide (supplemental to the regular teacher) small group intervention for struggling students.	Paraprofessional Aides 2000-2999: Classified Personnel Salaries LCFF 70,741	70,000
		3000-3999: Employee Benefits LCFF 40,419	40,000
Provide professional development to teachers in the form of release time to attend data analysis meetings, conferences, meetings focused on student achievement and observation of peers.	Three full day math and three full day ELA data analysis and planning days were provided to each grade level.	Hourly substitute teacher pay 1000-1999: Certificated Personnel Salaries LCFF 10,000	10,000
		3000-3999: Employee Benefits LCFF 4,000	4,000
Provide professional development and coaching for new and experienced teachers and support staff. Provide instructional support for students through monitoring of the intervention programs.	The Academic Coach was paid through Title I funds to provide coaching, modeling and professional development support to teachers on best first instruction and intervention strategies.	Academic Coach salary 1000-1999: Certificated Personnel Salaries Title I 101,230	101,230
		3000-3999: Employee Benefits Title I 37,350	37,350
Incentives for reading participation. Incentives for survey participation (Panorama Surveys)	Incentives were purchased and distributed to students to increase participation in surveys, attendance and AR.	Incentives and prizes 4000-4999: Books And Supplies LCFF 1000	500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Incentives for attendance improvement. Incentives for academic progress			
Consultants for professional development in the areas of rigorous instruction and student engagement.	We ended up not supplementing Kris Tom support as we thought we would. However we did send teachers to a one-day Kagan professional development, and some of these funds were moved to a materials budget line for the purchase of Kagan-supported materials.	Consultants (such as Kris Tom and Kagan) 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000	0
Reading books for school and classroom libraries	Books were purchased for the library and for Friday awards for student incentives.	Books at various levels for school and classroom libraries to increase access for students. 4000-4999: Books And Supplies LCFF 2266	2,000
Motivational assemblies and speakers, focused on academic success and a positive student and staff culture.	We did not utilize this allocation.	Consultant fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000	0
Conferences for Administrators, Support Staff, Teachers, to increase student achievement.	We sent administrators, teachers and support staff to conferences for PBIS and behavior interventions. However we did not utilize all of these funds and will reduce this allocation for 2019-2020.	Conferences 5000-5999: Services And Other Operating Expenditures LCFF 4500	2,000

Analysis

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

Two Bunch Palms focused on increasing the use of technology within best first instruction practices and intervention, and continued curricular development and implementation to align with the full rigor of the Common Core State Standards. Our actions were designed to provide resources for students (instructional aides and supervision aides,

technology licenses) as well as resources for teachers (academic coach and release time for data planning meetings as well as consultants and conferences). We believe that our Dibels, ELPAC and SBAC scores support the effectiveness of these actions (see data comparisons in the "Planned Improvements/Goal sections).

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

There were no major differences in the allocation vs. expenditures. One area that we didn't spend what we thought we would was on consultants. We found out after this budget was put together that Ed Services would provide ALL Kris Tom and High Impact services this year. These funds were reallocated to provide more funds available for release time for teachers for data analysis and planning. This enabled the teachers to plan for the implementation of strategies learned during the Kris Tom and High Impact Math professional development. Other minor discrepancies are noted above.

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 2019-2020 we'll reduce the consultants allocation, but increase the teacher release time allocation. We have found the grade level data analysis meetings to be very effective. See "Planned Improvements/Goals" section for details. Also for 2019-2020 we'll allocate more funds to address the needs of Students With Disabilities. The teachers and paraprofessionals who work with these students need additional support in implementing the Kris Tom and High Impact Math training. Though the teachers did attend those trainings in 2018-2019, the implementation of the strategies was not monitored closely in the classroom, and paraprofessionals received no training this year. Additional funds will be directed to SpEd teachers and paraprofessionals for data analysis that is specific to their students, and planning time for Kris Tom/High Impact Math strategies that are specific to their students. This action can be found in Goal #1 for Academic Achievement.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Two Bunch Palms Elementary goal is for all students to attend school each day. For the 2017-2018 school year Two Bunch Palms will increase annual attendance rates to meet or exceed the district goal.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL): 94.10%
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 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL). Red - (22.1%) - Very High - +7.4% English Learner (EL) Red - (14.4%) - High - +3.7% Hispanic (Hisp) Red (19%) - High - +3.9% African American (AA) Red (35.8%) - Very High - +28.3% Socioeconomically Disadvantaged (SED) - Red (22.4%) - Very High - +7.3% Students with Disabilities (SWD) - Improved - Red - (37.6%) - Very High - +16.5%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 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: All Students (ALL): 72% of our students (district average is 75%) felt they were connected to the school, vs 96% of our parents (district average was 94%) who felt connected to the school.Ch Hispanic (Hisp) African American (AA)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase parent and community collaboration and improve attendance rates	Site community liaison organizes all parent communication through flyers home (i.e. Notes from your Principal, and the Home Connection newsletter), Blackboard calls home, maintains the marquee, communicates with parents regarding medical needs when the nurse is not on site, is the liaison between PTG and school staff for fundraisers and PTG sponsored activities (such as fall and spring festivals) and is also the liaison for communication to parents for all site events (such as family reading, science, math nights, Didicom Family Nights, back to school and parent conferences and awards assemblies), assists the attendance liaison with weekly attendance awards.	School Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 31,881	School Community Liaison Salary 2000-2999: Classified Personnel Salaries LCFF 31,881
		School Community Liaison Benefits 3000-3999: Employee Benefits LCFF 24,612	School Community Liaison Benefits 3000-3999: Employee Benefits LCFF 24,612
Increase parent and community collaboration through workshops and community events (i.e. Project 2 Inspire, Triple P and District Parent Engagement workshops, Digicom).	Parent education series classes were held: 7 Habits of Highly Effective Parents and English as a Second Language classes. We also had two Family Digicom nights and family reading, science, math nights. We found that these didn't cost as much as was allocated. These funds were moved to cover the costs of additional translations for parent conferences.	Parent Workshops 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2,951	Parent Workshops 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800
		Digicom 4000-4999: Books And Supplies LCFF 2000	Digicom - bus for family attendance and some supplies 5000-5999: Services And Other Operating Expenditures LCFF 700
Provide translation for parents at meetings and events	Existing school staff were given additional hours for translation at meetings. Need to increase this	Translation-- Classified Hourly Salary 2000-2999: Classified Personnel Salaries	Translation-- Classified Hourly Salary 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	allocation for next school year.	Title I Part A: Parent Involvement 500	Title I Part A: Parent Involvement 500
		Translation - Classified Hourly Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 100	Translation - Classified Hourly Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 100
Increase parent and community collaboration through bilingual monthly newsletter	Home Connection newsletter is sent home monthly.	Home Connection Newsletter 4000-4999: Books And Supplies Title I Part A: Parent Involvement 250	Home Connection Newsletter 4000-4999: Books And Supplies Title I Part A: Parent Involvement 250

Analysis

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

Our goal was to provide parent education that is meaningful in promoting their support and effort toward increasing student achievement, creating opportunities for parents and families to become involved in their child's education, and finally, developing the capacity for parents and students to be knowledgeable about and to function in a diverse community effectively. We held several parenting classes (An ESL class, Seven Habits of Effective Parents). We averaged about five parents in each class, despite numerous flyers, robocall and personal calls to parents to get them to come. Child care was provided as well. Our student-centered activities were somewhat better attended. We held three family education nights: Science, Reading and Math and two Digicom Family Nights. We averaged about 20 families at each of the academic nights and about 5 families at each of the Digicom nights. The Fall and Spring festivals were much better attended, with approximately 50% of all families attending. Our conclusion is that we will still hold the academic family nights (for the families that do attend, this is valuable) but more effort and funds will be put into family events that the kids are drawn to (i.e. fall festival for games, spring festival for music performances) and use those events to draw parents to the school.

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

There are no major differences in allocation vs. expenditure. The biggest difference was in our Digicom allocation. We simply didn't need as many supplies as predicted. Money was used for a bus to get parents to the Digicom festival so that they could celebrate their children's involvement.

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 2019-20 we will purchase Multiple copies of several titles of parenting books (English and Spanish). These will be previewed by administration and the counselor, with specific chapters marked for specific parenting needs. These will be given free of charge at SSTs, IEPs, Suspension parent meetings and parent conferences, with follow up conversations scheduled by admin and counselor. As noted above, focus will be on school events that draw families, such as the fall festival and spring music festival.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Two Bunch Palms Elementary School's goal is to reduce the number of behavioral incidents on campus, leading to a safe learning environment for all students. Behavioral incidents include but are not limited to bullying, physical altercations, and disrespectful behavior towards adults.

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" 2016-2017 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" 2016-2017 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" 2016-2017 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" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates:</p> <p>(Color(%) - Status - Level - Change)</p> <p>All Students (ALL) Red - (8.6%) - Very High - Increased - (0.8%)</p> <p>English Learner (EL) Orange - (5.2%) - High - Increased - (0.4%)</p> <p>Hispanic (Hisp). Red - (7.5%) - Very High - Increased - (0.5%)</p> <p>African American (AA). Orange - (14%) - Very High - Declined - (5%)</p> <p>Socioeconomically Disadvantaged (SED) Red - (7.5%) - Very High - Increased (0.7%)</p> <p>Students with Disabilities (SWD). Red - (20.2%) - Very High - Increased (3.2%)</p>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>Expulsion Rate Targets</p> <p>ALL: maintain under 0.5%</p> <p>EL: maintain under 0.5%</p> <p>Hisp: maintain under 0.5%</p> <p>AA: decline to under 0.5%</p> <p>SED: maintain under 0.5%</p> <p>SWD: decline to under 0.5%</p>	<p>Expulsion Rates 0</p> <p>All Students (ALL)</p> <p>English Learner (EL)</p> <p>Hispanic (Hisp)</p> <p>African American (AA)</p> <p>Socioeconomically Disadvantaged (SED)</p> <p>Students with Disabilities (SWD)</p>
Panorama Survey - School Connectedness All students EL AA Hisp SED	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness</p> <p>All Students (ALL): TBP: 72% Dist avg: 75%.</p> <p>Family Members: TBP: 94% Dist. avg: 94%.</p> <p>English Learner (EL): 74% Dist avg: 75%</p> <p>Hispanic (Hisp): TBP: 73%, Dist avg: 75%</p> <p>African American (AA): TBP: 71%, Dist avg: 70%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Socioeconomically Disadvantaged (SED) TBP: 73%, Dist avg: 74% Students with Disabilities (SWD): TBP: 66%, Dist avg: 75%.
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety All Students (ALL): TBP: 60% Dist avg: 66%. Family Members: TBP: 93% Dist avg: 94%. English Learner (EL): 63% Dist avg: 65% Hispanic (Hisp): TBP: 62%, Dist avg: 67% African American (AA): TBP: 51%, Dist avg: 59% Socioeconomically Disadvantaged (SED) TBP: 60%, Dist avg: 65% Students with Disabilities (SWD): TBP: 52%, Dist avg: 59%.
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to develop PBIS Tier 2 component of the TBP PBIS model that includes continuing to develop systemic behavioral management plans, utilizing various models, including the Boys Town and Well Managed Schools and Second Step curricula. Data collection and analysis using programs such as SWIS or PBIS Rewards may also be purchased. Purchase incentives for positive rewards.	PBIS implementation was carried out. Second Step curricula was purchased although for 2019-2020 additional sets need to be purchased so that every teacher has their own. Much discussion was held regarding the purchase of SWIS or PBIS Rewards, but ultimately PBIS Rewards will be purchased for the 2019-2020 school year. Incentives for positive rewards (trimesterly "no referral" actives) were purchased. PBIS-related conferences were attended by administration, counselor, teacher and behavior paraprofessional	Materials 4000-4999: Books And Supplies LCFF 2000 Conferences 5000-5999: Services And Other Operating Expenditures LCFF 2000	Materials 4000-4999: Books And Supplies LCFF 2000 Conferences 5000-5999: Services And Other Operating Expenditures LCFF 2000
Utilize the Sprigeo reporting system to allow	Sprigeo was utilized. We had approximately 10		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for anonymous reporting of bullying incidents on campus	notifications this year from Sprigeo. Approximately half of those were from one student regarding one other student. Actions were taken by teacher and administration .		
Develop and implement instructional sequences to provide character building and social skills instruction using materials such as Boys Town Press and Second Step. This action will be for training for the above programs.	Professional development was provided. However due to the conference date being moved from spring break to a school day, the only expenses were food and mileage.	Professional development additional hours certificated 1000-1999: Certificated Personnel Salaries LCFF 2,000	Professional development additional hours certificated 1000-1999: Certificated Personnel Salaries LCFF 200
		Professional development additional hours classified 2000-2999: Classified Personnel Salaries LCFF 1,000	Professional development additional hours classified None Specified 0
Provide supervision and positive behavior support to all students.	Supervision aides were paid for student supervision and additional hours were paid for attendance at professional development staff meetings held outside the hours of most of the aides.	Salary for Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 18,485	Salary for Supervision Aides 2000-2999: Classified Personnel Salaries LCFF 20,000
		Benefits for Supervision Aides 3000-3999: Employee Benefits LCFF 2,434	Benefits for Supervision Aides 3000-3999: Employee Benefits LCFF 3000
Increase Playworks coach to 7 hours to provide time for class game time and increases supervision of students before and after school.	Playworks coach was paid	Salary 2000-2999: Classified Personnel Salaries LCFF 9000	Salary 2000-2999: Classified Personnel Salaries LCFF 9000
		Benefits 3000-3999: Employee Benefits LCFF 2,000	Benefits 3000-3999: Employee Benefits LCFF 2000
Recess and playground improvements to expand our peaceful recess/Playworks program, reducing	Some playground equipment was purchased, though not as much was needed as was budgeted.	Playground improvements and equipment 4000-4999: Books And Supplies	Playground improvements and equipment 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
conflicts during recesses - thereby improving the focus on instruction and learning.		LCFF 3,000	LCFF 1000
Hire a Behavior Support Paraprofessional, to work with students to keep them in school, in class and actively involved in their learning. The person in this position will build relationships with students to get them motivated to follow our student behavior expectations.	Behavior Para was hired. He was very successful in reducing "out of class time" for a number of students and thus overall suspension rates were dramatically reduced. His salary was more than anticipated; funds not utilized in other planned actions were moved to cover his salary.	Salary for Behavior Support para 2000-2999: Classified Personnel Salaries Title I 23,646	Salary for Behavior Support para 2000-2999: Classified Personnel Salaries Title I 25000
		Benefits for Behavior Support para 3000-3999: Employee Benefits Title I 21,985	Benefits for Behavior Support para 3000-3999: Employee Benefits Title I 24000
Using the Kids Create Peace program to develop and implement instructional sequences to provide character building and social skills instruction	KCP operated for 20 weeks, with approximately 10 students in the program.	Fees for Kids Create Peace program 5800: Professional/Consulting Services And Operating Expenditures LCFF 4,180	Fees for Kids Create Peace program 5000-5999: Services And Other Operating Expenditures LCFF 4180
Conferences for administrators, teachers, support staff to increase student and staff safety and produce a safe and secure climate	Conferences were attended	Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,000	Conferences 5000-5999: Services And Other Operating Expenditures LCFF 2000

Analysis

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

Two Bunch Palms continues to move forward in the implementation of the PBIS program. The PBIS team met monthly and focused on data analysis, development of the interventions and consequences matrix and plans for further professional development for all staff members. The hiring of the behavior paraprofessional and the use of the short-term ISS room (students were in the room only long enough to cool down and then were returned to the classroom) were instrumental in reducing the number of suspensions for 2018-19 from previous years. The Kids Create Peace program was very successful for the students who were involved (approximately 10).

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

Funds budgeted to conferences and professional development weren't needed and those funds were moved to cover the salary of the behavior paraprofessional.

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.

Next year the KCP program will be highlighted to encourage more students to participate. Two Bunch Palms is working with the KCP organization to hire an additional facilitator so that more students can be served. This may result in increasing the KCP funding allocation (SPSA goal 3).

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

According to the CA School Dashboard, TBP overall score is 43.1 points below standard in ELA (although we did increase by 21 points over our 2017 score and increased in every subgroup) and we are 53.5 points below standard in Math (although we did increase 3.5 points over our 2017 score and increased in every subgroup). These scores demonstrate a need to focus on academic achievement. These scores also indicate that the improvements that were in place the past two school years are working, as evidenced by our score increase.

TBP has a population of approximately 55% English Learners. Overall, 75.6 of our EL students scores are at the moderately or well-developed stages of language acquisition. In ELA, our ELs are 67.2 points below standard. In 2018 they experienced an increase of 27.1 point. In comparison, in ELA our English Only students were 45.6 points below standard, however their increase was only 9.5 points. In math our ELs are 66 points below standard and made a 14.8 point increase, while our EOs are 65 points below standard and experienced a 16.5 point decline. These scores demonstrate that we are closing the gap with our English Learners when compared to our English Only students. In spring of 2018 we reclassified 78 EL students as Fluent English Proficient - the second highest number in the district. We believe these scores indicate that our current ELD program is working.

Upon returning to school for the 2019-2020 school year we analyzed our SBAC data. In ELA our overall average percentage of students who "Met" or "Exceeded" standards increased by 1.1 percent, while our overall average for math declined by 1.5%. In both ELA and math there were some significant increases (3rd grade ELA +4.1%, 5th grade ELA +4.9%, 5th grade math +6.8%) as well as some significant declines (4th grade ELA -5.9%, 3rd grade math -4.5%, 4th grade math - 7.4%).

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(-41.3), Increased significantly, +21 English Learners (EL) Yellow(-40.4), increased significantly, +27 Hispanic (Hisp) Yellow(-43.1), increased significantly, +24.3 African American (AA) N/A	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) Yellow(-38.3), Increased, +3 English Learners (EL) Yellow(-37.4), increased, +3 Hispanic (Hisp) Yellow(-40.1), increased, +3 African American (AA) N/A

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically Disadvantaged (SED) Yellow(-43.2), increased significantly +21.6 Students with Disabilities (SWD) Orange(-119.4), increased, 8.7	Socioeconomically Disadvantaged (SED) Yellow(-40.2), increased significantly +3 Students with Disabilities (SWD) Orange(-104.4), increased Significantly, +15
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)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM)- Status - Level - Change) All Students (ALL) - Yellow(-53.5)- Low- Increased - +3.5 English Learners (EL) -Yellow(-47.7)- Low- Increased - +14.2 Hispanic (Hisp)-Yellow(-54.2)-Low- Increased - +7.1 African American (AA)- None-Low- N/A Socioeconomically Disadvantaged (SED)-Yellow(-55.2)-Low- Increased - +4.0 Students with Disabilities (SWD)- Orange(-132.7)-Very Low- Increased - +3	California School Dashboard - Academic Indicator for Mathematics (Color(DFM)- Status - Level - Change) All Students (ALL) - Yellow(-50.5)- Low- Increased - +3 English Learners (EL) -Yellow(-44.7)- Low- Increased - +3 Hispanic (Hisp)-Yellow(-51.2)-Low- Increased - +3 African American (AA)- None-Low- N/A Socioeconomically Disadvantaged (SED)-Yellow(-52.2)-Low- Increased - +3 Students with Disabilities (SWD)- Orange(-117.7)-Very Low- Increased - +15
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator ELPAC Baseline Results: Well Developed - 36.2% Moderately Developed - 39.4% Somewhat Developed - 14.7% Beginning Stage-9.7%	California School Dashboard - English Learner Progress Indicator (ELPI). We expect to decrease our "Somewhat developed" and Beginning stage"students by 4%, with particular focus on our 4th and 5th grade long-term ELs that may be stuck at these levels.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 8.2%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate. We expect to increase our level of reclassifications by 2%. This year we reclassified 78 students - the second highest of all the elementary sites.
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. All Students (ALL) - 30.13% English Learners (EL)-23.61% Hispanic (Hisp)-30.58% African American (AA)-N/A Socioeconomically Disadvantaged (SED)- 30.29% Students with Disabilities (SWD) -0%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) - 4% growth towards standard) English Learners (EL - 4% growth towards standard)) Hispanic (Hisp - 4% growth towards standard) African American (AA - 6% growth towards standard) Socioeconomically Disadvantaged (SED - 4% growth towards standard) Students with Disabilities (SWD - 4% growth towards standard)

Metric/Indicator	Baseline	Expected Outcome
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) - 38%	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). We do not yet have BM3 data, but our BM2 scores are as follows: Green: 43.4%, Yellow: 18.4%, Red: 38.2%. Our goal is to increase the percentage of students in Green by 4%.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance. TBP met all compliance requirements in the 2018-19 school year (review conducted in September, 2018).	Williams Textbook/Materials Compliance. TBP will meet all compliance requirements in the next review, September 2019.

Planned Strategies/Activities

Strategy/Activity 1

Instructional support through the use of technology. Subscription service access for all students including use from home when available. Programs may include, but are not limited to: Accelerated Reader, Flowcabulary, Read Naturally Live, etc.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Teachers, Academic Coach, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software licenses for student access

Strategy/Activity 2

Additional supplies, purchases to support learning within first instruction and intervention settings. Reading materials and books, technology purchases (hardware, such as laptops for teachers, chromebooks or iPads for students beyond what the district will purchase, printers or specialty electronic devices such as postermakers, letter cutters, etc for use in all classrooms); , software licenses that support first instruction or district-approved interventions and tech supplies (such as toner, ink, etc) to supplement curricular and intervention programs.

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

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Teachers, Academic Coach, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	7944
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental supplies and Technology

Strategy/Activity 3

Extended day intervention programs to support student academic need. Literacy and math programs to be implemented based on student performance data on local and district measures (to be set based on first assessments in 19-20 and SBAC scores from Spring of 2019). EL targeted extended day intervention programs will use literacy data, SBAC and ELPAC results.

Extended day tutoring before school for 3rd and 4th grade will focus on math.

We are able to provide this tutoring through SES. During the October revision, these amounts were changed to zero from the Title I budget.

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

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Teachers, Academic Coach, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended Day Intervention - hourly certificated salary

Amount	0
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extended Day Intervention - hourly certificated benefits

Strategy/Activity 4

All students receive Guided Reading Support (60 minutes per day) provided by their classroom teacher. Those students most in need also receive additional support (push in and/or pull out) from the Academic Coach, Literacy TOSA and/or paraprofessionals.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Teachers, Academic Coach, Intervention Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	72,463
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional Aides
Amount	43,327
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 5

Provide professional development to teachers in the form of release time to attend data analysis meetings, conferences, meetings focused on student achievement and observation of peers.

We continue to fund our Academic Coach through Title I and LCAP funds. The focus of the Academic Coach this year will be on the grade levels and teachers who had significant declines in scores - through coaching, modeling and providing professional development (i.e. specific instructional strategies). The Academic Coach will participate in all Kris Tom (ELA) and High Impact (math) professional development this year for every grade level, then providing support for teachers after those PD sessions.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly teacher pay for extra duty assignments (i.e. non-SES tutoring)
Amount	100
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 6

Provide professional development and coaching for new and experienced teachers and support staff. Provide instructional support for students through monitoring of the intervention programs.

We continue to fund our Academic Coach through Title I and LCAP funds. The focus of the Academic Coach this year will be on the grade levels and teachers who had significant declines in scores - through coaching, modeling and providing professional development (i.e. specific instructional strategies). The Academic Coach will participate in all Kris Tom (ELA) and High Impact (math) professional development this year for every grade level, then providing support for teachers after those PD sessions.

We had planned to utilize Kris Tom for PD in the area of writing. After looking at the 18-19 SBAC results, we have adjusted the focus on writing that is specific to the SBAC performance tasks; understanding the prompts and writing to the prompts with grade level rigor.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

7/1/19-6/30/20

Person(s) Responsible

Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	90,049
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Coach salary (split fund with LCFF)
Amount	39,890
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Amount	17,056
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Coach salary (split fund with Title I)

Strategy/Activity 7

Instructional supplies
Incentives for reading participation.
Incentives for survey participation (i.e. Panorama surveys, Bridges pre/post surveys)
Incentives for attendance improvement.
Incentives for academic progress

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

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives and prizes

Strategy/Activity 8

Consultants for professional development in the areas of rigorous instruction and student engagement, specifically targeting strategies and data analysis for students with disabilities. This goal will also serve to provide attendance at conferences where academically rigorous strategies that are specific to students with disabilities are provided.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultants (such as days beyond what Ed Svcs provides) for Kris Tom and Kagan and High Impact math

Strategy/Activity 9

Reading books for school and classroom libraries

Students to be Served by this Strategy/Activity

- ☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Books at various levels for school and classroom libraries to increase access for students.

Strategy/Activity 10

Motivational assemblies and speakers, focused on academic success and a positive student and staff culture.

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

7/1/19-6/30/20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultant fees

Strategy/Activity 11

Conferences for Administrators, Support Staff, Teachers, to increase student achievement.

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

7/1/19-6/30/20

Person(s) Responsible

Administrators, teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences

Strategy/Activity 12

Release time for teachers for professional development and data analysis meetings

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ Students with Disabilities

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration, Academic Coach, Literacy TOSA

Proposed Expenditures for this Strategy/Activity

Amount	7,102
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher sub salaries
Amount	2,682
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Teacher sub benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

Two Bunch Palms Elementary goal is for all students to attend school each day. For the 2019-2020 school year Two Bunch Palms will increase annual attendance rates to meet or exceed the district goal.

During the first month of school the principal met with the Parent Center Coordinator to discuss parent participation for the 2019-20 school year.

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

TBP has historically had low parent turn-out for parenting classes. During the 2018-19 school year we held a series of ESL classes, Seven Habits of Effective Parents classes and PRICE classes. For each we had about five parents who attended consistently, despite multiple flyers home and phone calls. Our family nights that involve parents with their children are somewhat better attended: During our Science, Math and Reading nights we had about 20 families attend each. Our Fall and Spring Festivals are well attended, with more than half of our families attending.

TBP has a high absenteeism rate. Part of our focus on parents is to connect parents with the school so that they pass that message on to students, thereby increasing student attendance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL): As of April 1, 2019 our overall attendance rate for all students was 94.04%.	Student Attendance Rates All Students (ALL). 95%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL). Red - (22.1%) - Very High - Increased Sig. - +7.4% English Learner (EL) Red - (14.4%) - High - Increased Sig. +3.7% Hispanic (Hisp) Red (19%) - High - Increased Sig. - +3.9% African American (AA) Red (35.8%) - Very High - +28.3%	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL). Orange - (21.6%) - Very High - Declined -0.5% English Learner (EL) Yellow - (13.9%) - High - Declined -0.5% Hispanic (Hisp) Yellow (18.5%) - High - Declined-0.5% African American (AA) Yellow (32.8%) - Very High - Declined Sig. - 3.0%

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically Disadvantaged (SED) - Red (22.4%) - Very High - Increased Sig. - +7.3% Students with Disabilities (SWD) - Improved - Red - (37.6%) - Very High - Increased Sig. +16.5%	Socioeconomically Disadvantaged (SED) - Orange (21.9%) - Very High - Declined -0.5% Students with Disabilities (SWD) - Yellow - (34.6%) - Very High - Declined Sig. -3.0%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL): TBP: 72% Dist avg: 75%. Family Members: TBP: 94% Dist avg: 94%. English Learner (EL): 74% Dist avg: 75% Hispanic (Hisp): TBP: 73%, Dist avg: 75% African American (AA): TBP: 71%, Dist avg: 70% Socioeconomically Disadvantaged (SED) TBP: 73%, Dist avg: 74% Students with Disabilities (SWD): TBP: 66%, Dist avg: 75%. In this area TBP is significantly below the district average (9%). Special focus will be spent with students in SpEd to ensure that they are getting full exposure to the SEL curriculum, and that issues that affect their sense of belonging to the school are addressed by admin, counseling and mental health staff.	Family School Connectedness via Panorama Family Climate Survey. TBP will meet or exceed the district average in all subgroups: All Students (ALL) 75% Family Members: 94% English Learner (EL) 75% Hispanic (Hisp) 75% African American (AA) 71% Socioeconomically Disadvantaged (SED) 74% Students with Disabilities (SWD) 75%

Planned Strategies/Activities

Strategy/Activity 1

Community Liaison will Increase parent and community collaboration and improve attendance rates

Students to be Served by this Strategy/Activity

- ☒ Students with Disabilities
- ☒ Specific Student Groups:
African American

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	34,415
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	School Community Liaison Salary
Amount	27,132
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	School Community Liaison Benefits

Strategy/Activity 2

Increase parent and community collaboration through workshops and community events (i.e. Project 2 Inspire, Triple P and District Parent Engagement workshops, Digicom). The principal and Parent Center Coordinator are collaborating on plans to develop an African American Advisory Committee for the TBP campus.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Teachers, Instructional Coach, Intervention Support Staff, Attendance community liaison

Proposed Expenditures for this Strategy/Activity

Amount	2,346
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Parent Workshops
Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Digicom

Strategy/Activity 3

Provide translation for parents at meetings and events

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Teachers, Instructional Coach, Intervention Support Staff, Attendance community liaison

Proposed Expenditures for this Strategy/Activity

Amount	578
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation-- Classified Hourly Salary
Amount	250
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Translation - Classified Hourly Benefits

Strategy/Activity 4

Increase parent and community collaboration through bilingual monthly newsletter

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

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Teachers, Instructional Coach, Intervention Support Staff, Attendance community liaison

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Home Connection Newsletter

Strategy/Activity 5

Focused attention on Special Education students to ensure their feeling of school connectedness and safety. Monitor SEL lessons and PBIS referrals.

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

July 1, 2019 to June 30, 2020

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Accomplished with targeted scheduling, no cost associated.

Strategy/Activity 6

Paraprofessional Behavior will focus on positive behavior interventions for students who are disrupting or eloping the classroom. Provide short-term breaks from the classroom and then redirect student behavior so that student can return to the classroom and focus on learning. Provide check-in/check-out to keep students in the classroom and focused on learning.

Students to be Served by this Strategy/Activity

☒ All

Timeline

July 1, 2019-June 30, 2020

Person(s) Responsible

Paraprofessional Behavior, Counselor and administration

Proposed Expenditures for this Strategy/Activity

Amount	24,503
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for behavior para

Amount	23,820
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Benefits for behavior para

Strategy/Activity 7

Hold parent education meetings specifically for parents of students with disabilities, to educate those parents on the PBIS program and the school/district/education code expectations of student behavior, highlighting the specific needs and rights for students with disabilities when addressing discipline.

Students to be Served by this Strategy/Activity

☒ Students with Disabilities

Timeline

7/1/19 to 6/30/20

Person(s) Responsible

Principal, counselor, SpEd teachers and Student Services and SpEd Department representative.

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Reference materials for parents of SpEd students related to student discipline

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Two Bunch Palms Elementary School's goal is to reduce the number of behavioral incidents on campus, leading to a safe learning environment for all students. Behavioral incidents include but are not limited to bullying, physical altercations, and disrespectful behavior towards adults.

LCAP Goal

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

Identified Need

In the 2017-18 school year TBP experienced an extremely high suspension rate, with "All Students" and with SWD. We were also found to have disproportionality with respect to our African American students. We have a need to increase our students' perception of school connectedness and school safety. Increasing these measures will help increase attendance (reduce chronic absenteeism).

Throughout the 2019-20 school year we will continue to monitor our suspension data and strive to reduce suspensions.

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) Red - (8.6%) - Very High - Increased - (0.8%) English Learner (EL) Orange - (5.2%) - High - Increased - (0.4%) Hispanic (Hisp). Red - (7.5%) - Very High - Increased - (0.5%) African American (AA). Orange - (14%) - Very High - Declined - (5%) Socioeconomically Disadvantaged (SED) Red - (7.5%) - Very High - Increased (0.7%) Students with Disabilities (SWD). Red - (20.2%) - Very High - Increased (3.2%)	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Orange - (8.3%) - Very High - Declined - (0.3%) English Learner (EL) Yellow - (4.9%) - High - Declined - (0.3%) Hispanic (Hisp). Orange - (7.2%) - Very High - Declined - (0.3%) African American (AA). Yellow - (13%) - Very High - Declined Sig. - (1.0%) Socioeconomically Disadvantaged (SED) Orange - (7.2%) - Very High - Declined (0.3%) Students with Disabilities (SWD). Yellow - (19.2%) - Very High - Declined Sig. (1.0%)
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates: TBP had no expulsions in 18-19 All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL): TBP will maintain our current expulsion rate for all subgroups. English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Connectedness All students EL AA Hisp SED	Family School Connectedness via Panorama Family Climate Survey All Students (ALL): TBP: 72% Dist avg: 75%. Family Members: TBP: 94% Dist. avg: 94%. English Learner (EL): 74% Dist avg: 75% Hispanic (Hisp): TBP: 73%, Dist avg: 75% African American (AA): TBP: 71%, Dist avg: 70% Socioeconomically Disadvantaged (SED) TBP: 73%, Dist avg: 74% Students with Disabilities (SWD): TBP: 66%, Dist avg: 75%.	Panorama Survey - School Connectedness All students: 75% TBP will meet or exceed the district average in all subgroups. EL 75% AA 71% Hisp 75% SED 74% For our SWD, TBP is significantly below the district average (9%). Special focus will be spent with students in SpEd to ensure that they are getting full exposure to the SEL curriculum, and that issues that affect their sense of belonging to the school are addressed by admin, counseling and mental health staff.
Panorama Survey - School Safety All students: EL AA Hisp SED	Family School Safety via Panorama Family Climate Survey All Students (ALL): TBP: 60% Dist avg: 66%. Family Members: TBP: 93% Dist. avg: 94%. English Learner (EL): 63% Dist avg: 65% Hispanic (Hisp): TBP: 62%, Dist avg: 67% African American (AA): TBP: 51%, Dist avg: 59% Socioeconomically Disadvantaged (SED) TBP: 60%, Dist avg: 65% Students with Disabilities (SWD): TBP: 52%, Dist avg: 59%.	Panorama Survey - School Safety All students: 66% TBP will meet or exceed the district average in all subgroups. EL 65% AA 59% Hisp 67% SED 65% For our AA students and SWD, TBP is significantly below the district average. Special focus will be spent with AA students and SWD to ensure that they are getting full exposure to the SEL curriculum, and that issues that affect their sense safety at the school are addressed by admin, counseling and mental health staff.
Williams Facilities Inspection Results	Williams Facilities Inspection Results: TBP had no negative findings during the facilities inspection	Williams Facilities Inspection Results. TBP will maintain it's "Good" status in future facilities inspections.

Planned Strategies/Activities

Strategy/Activity 1

Continue to develop PBIS Tier 2 component of the TBP PBIS model that includes continuing to develop systemic behavioral management plans, utilizing various models, including the Boys Town and Well Managed Schools and Second Step curricula. Data collection and analysis using programs such as SWIS may also be purchased.

Purchase incentives for positive rewards.

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

7/1/19-6/30/20

Person(s) ResponsiblePrincipal,
Assistant Principal, School Psychologist, Teachers, School Safety Team**Proposed Expenditures for this Strategy/Activity**

Amount	500
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Source	LCFF
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Budget Reference	4000-4999: Books And Supplies
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Description	Materials
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Amount	500
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Source	LCFF
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Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	Conferences
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Strategy/Activity 2

Utilize the Sprigeo reporting system to allow for anonymous reporting of bullying incidents on campus

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

7/1/19-6/30/20

Person(s) ResponsiblePrincipal,
Assistant Principal, Teachers,
School Safety Team**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Develop and implement instructional sequences to provide character building and social skills instruction using materials such as Boys Town Press and Second Step. This action will be for training for the above programs.

Students to be Served by this Strategy/Activity☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal

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

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Professional development additional hours certificated

Amount

500

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Professional development additional hours classified

Strategy/Activity 4

Provide supervision and positive behavior support to all students.

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

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Supervision Aides

Proposed Expenditures for this Strategy/Activity

Amount

29,042

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Salary for Supervision Aides

Amount

4,383

Source

LCFF

Budget Reference

3000-3999: Employee Benefits

Description

Benefits for Supervision Aides

Strategy/Activity 5

Increase Playworks coach to 7 hours to provide time for class game time and increases supervision of students before and after school.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Playworks Coach

Proposed Expenditures for this Strategy/Activity

Amount	4,483
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Source	LCFF
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description	Salary
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Amount	4,290
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Source	LCFF
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Budget Reference	3000-3999: Employee Benefits
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Description	Benefits
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Strategy/Activity 6

Recess and playground improvements to expand our peaceful recess/Playworks program, reducing conflicts during recesses - thereby improving the focus on instruction and learning.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal, Playworks coach

Proposed Expenditures for this Strategy/Activity

Amount	500
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Source	LCFF
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Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	Playground improvements and equipment
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Strategy/Activity 7

Using the Kids Create Peace program to develop and implement instructional sequences to provide character building and social skills instruction

Students to be Served by this Strategy/Activity

- ☒ Students with Disabilities
- ☒ Specific Student Groups:
African American

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Fees for Kids Create Peace program

Strategy/Activity 8

Conferences for administrators, teachers, support staff to increase student and staff safety and produce a safe and secure climate

Students to be Served by this Strategy/Activity

- ☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences

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	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 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
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	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)
Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development				

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	\$181,936
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$459,255.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	178,262	0.00
Title I Part A: Parent Involvement	3,674	0.00
LCFF	277,319	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	\$178,262.00
Title I Part A: Parent Involvement	\$3,674.00

Subtotal of additional federal funds included for this school: \$181,936.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$277,319.00

Subtotal of state or local funds included for this school: \$277,319.00

Total of federal, state, and/or local funds for this school: \$459,255.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	277,319.00
Title I	178,262.00
Title I Part A: Parent Involvement	3,674.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	114,607.00
2000-2999: Classified Personnel Salaries	189,804.00
3000-3999: Employee Benefits	122,054.00
4000-4999: Books And Supplies	15,290.00
5000-5999: Services And Other Operating Expenditures	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	24,558.00
2000-2999: Classified Personnel Salaries	LCFF	140,903.00
3000-3999: Employee Benefits	LCFF	81,914.00
4000-4999: Books And Supplies	LCFF	12,444.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	7,000.00
1000-1999: Certificated Personnel Salaries	Title I	90,049.00
2000-2999: Classified Personnel Salaries	Title I	48,323.00
3000-3999: Employee Benefits	Title I	39,890.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	578.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	250.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,846.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joseph Scudder	X				
Liliana Nelson				X	
Debbi Collier			X		
Monica Dorame				X	
Charlene Nelson		X			
Sherry Joyce		X			
Roxanne Wagstaff				X	
Vanessa Valdepena				X	
Armando Valles		X			
Nicole Brock				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

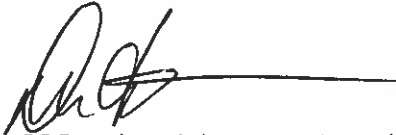
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

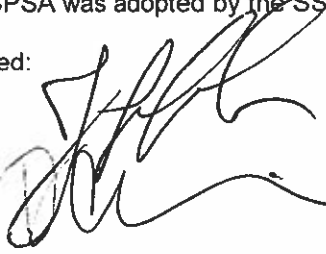
Other: Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on October 22, 2019.

Attested:



Principal, Joseph Scudder on

SSC Chairperson, Debbi Collier on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

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

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

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

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