



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	Bubbling Wells Elementary School
Address	67501 Camino Campanero Desert Hot Springs, CA 92240
County-District-School (CDS) Code	33-67173-6111025
Principal	Mr. Shane Foust
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025 - 6/30/2026
Schoolsite Council (SSC) Approval Date	10/22/2025
Local Board Approval Date	11/18/2025

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

At Bubbling Wells Elementary School, we work together as a collaborative learning community to spark individual interests and passions, support academic success, and nurture emotional well-being. We strive to foster a diverse, inclusive, and scholarly environment where mutual respect and meaningful connections thrive.

School Profile

Bubbling Wells Elementary School, situated within the Palm Springs Unified School District, is one of sixteen elementary schools in the district. We have been identified as a California Gold Ribbon school of our systems for intervention that reflects the diverse needs of our students. Each year since achieving that award we have adjusted our multi-tiered systems of support to address our students' evolving needs. Since our establishment in 1992, serving both the city and county areas of Desert Hot Springs, including students from the town, we have maintained a commitment to academic excellence. We presently serve approximately 670 students from Transitional Kindergarten through Fifth Grade. With 96.8% of our students qualifying for free and reduced lunch and 47.8% designated as English Language Learners, we are dedicated to fostering an inclusive learning environment that meets the needs of all students.

Adhering to a 2-1-2 weekly calendar, our school allocates every Wednesday afternoon from 12:30 p.m. to 2:30 p.m. for data-driven professional development and collaboration. This focus is on continuous growth and refinement in our educational practices to better meet student needs.

The staff and community of Bubbling Wells have developed several goals to increase proficiency levels for all students. Our goals include:

1. Ensuring active student engagement & learning throughout the instructional day.
2. Enhancing teacher effectiveness & student learning through the use of evidence-based instructional strategies.
3. Enhancing learning by linking new learning to student experiences, showing how it applies in real life, and using technology to make learning more engaging.
4. Employing formative and summative assessments to tailor instruction and address student needs effectively.
5. Providing targeted interventions in reading and mathematics to support students in mastering academic standards.

Our school offers various programs to cater to diverse student needs:

- Structured English Immersion program for English learners, integrating English Language Development (ELD) with grade-level academic content.
- Full-day Transitional Kindergarten and Kindergarten programs focusing on foundational skills development in reading, writing, and mathematics.
- Gifted and Talented Education (GATE) cluster program for identified students in grades 3-5, offering specialized instruction and enrichment to meet identified areas of need.
- Special Education services encompassing special day classes and Resource Specialist support, ensuring access to the core curriculum for students with mild to moderate needs.
- Targeted interventions for students at risk of academic failure, including classroom interventions and pull-out reading support.

Evaluation of student performance is conducted through curriculum-embedded assessments, short-cycle formative assessments, district benchmarks, and yearly CAASPP data. We utilize these various assessments and the data that they provide to guide our collaborative conversations and instructional planning. Allowing us to effectively tailor instruction and interventions to individual student needs, while fostering critical thinking, social-emotional development, and a lifelong love of learning.

Purpose and Description

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

☒ Schoolwide Program

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

Bubbling Wells Elementary School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a comprehensive schoolwide needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. The Bubbling Wells Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA was created with significant stakeholder input and evaluation of current goals/actions over the course of the 2024-2025 school year by members of the School Site Council (SSC), English Language Advisory Committee (ELAC), and school leadership team, as well as input from other staff, students, and community members.

Bubbling Wells School Site Council (SSC) met on the following dates to review the current SPSA and discuss modifications/future actions that were used in creating the new SPSA:

8/14 - 8/18 School Site Council Nominations - We had 2 parent/community and 3 staff openings this school year. The nomination form was sent online through a Google form for parents and another to all staff members to reflect the openings and collect nominations.

8/21 - 8/25 School Site Council Elections - Following nominations, the ballot that included all accepted nominations was sent as a Google form for parents to vote for parent/community members and staff to vote for staff members. Results were collected electronically and posted for parents, staff, and community members.

09/25/24 SSC #1 -Introduction and district training of SSC, Election of SSC officers, Review and input on SPSA revisions. Review Title 1 Parent & Family Engagement Policy and Home-School Compact, Uniform Complaint Procedures, and SSC Bylaws. Input on Safe School Plan

10/24/24 SSC #2 - Review beginning of the year data, Approval of SPSA Fall revisions, Input on AMIMDG Library Grant5

02/22/25 SSC #3 - SPSA & Budget review with current data analysis, Report on Safe School Plan, LCAP presentation and input, discussion of exiting ATSI and continued support needed for specific areas of need, including actions to continue/discontinue for 24/25 SPSA.

05/13/25 SSC #4 - SPSA & Budget review with current data analysis, ELAC input, & 2024-25 SPSA presented and approved by the SSC

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and the review of the CA School Dashboard, district benchmarks, and Panorama survey, our School Site Council noted the following actions to be implemented in the coming year's SPSA:

1. Continue funding 2 paraprofessionals to assist with Tier 2/Tier 3 pull-out reading support. Continue supporting and enhancing tier 1 reading instruction and tier 2 classroom intervention to support student needs.
2. Continue with 6 supervision positions and the additional site-funded hours to assist with overall coverage and provide collaboration for developing & maintaining trained personnel.
3. Continue providing supplemental materials and supplies based on the established tiered approach to address the varied needs of students and staff at various levels throughout the school year.
4. Continue providing support for intervention/power hour tier 2 interventions based on proven effectiveness in data. Increase focus on math interventions and continue the implementation of High Impact Math Strategies to increase student achievement.
5. Fund a Paraprofessional III (replacing Behavior Paraprofessional) to support student behavior needs to work with students who struggle with following established expectations in/out of the classroom.
6. Continue to support additional SEL/MH opportunities for students identified as needing tier 2 /tier 3 social and emotional supports
7. Continue funding and support of professional development that reflects evidence-based instructional strategies that reflect student needs.

- 8. Work with FACES to increase parent engagement and involvement within the school community. Provide additional parenting support and informational classes to support various student and family needs. Increase the systems and opportunities available for school volunteers to build school connectedness.
- 9. The School Site Council considered ELAC input during its May meeting, and in response to concerns about class sizes and bullying, the SPSA includes strategies to increase supervision, implement social-emotional learning supports, and explore targeted interventions to improve student safety and engagement.

ELAC Meeting Dates and Topics:
9/25/2024 ELAC #1 - Information & Nomination/Elections.
11/20/2024 ELAC #2 - ELPAC Member Training & Attendance Discussion.
12/04/2024 ELAC #3 - EL Needs Assessment & Input for SPSA.
01/22/2025 ELAC #4 - ELPAC Updates and Parent Discussion. Q&A for SPSA & ELPAC.
04/23/2025 ELAC #6 - EL Schoolwide Needs Assessment & Input form for SSC & SBAC scores.

Based on the current ELAC reclassification data (CA Dashboard) the committee noted the progress and improvement the school has made with the reclassification if our English Language Learners. In the future, the committee has asked that we look for opportunities to continue to educate and provide the following:

- 1. Continued clarification of the attendance expectations and ways families can support and increase student attendance.
- 2. Education on the ELPAC reclassification process, strengthening the involvement of the ELAC committee,
- 3. Continued education on how the ELAC committee can support and help have a positive impact on the SPSA.
- 4. Continued bilingual and translation support school-wide.

The Bubbling Wells Leadership team met on the following dates to reflect on current data and provide input for this school year and next year's plans. 08/12/2024, 09/03/2024, 09/23/2024, 11/12/2024, 03/10/2025, 04/28/2025, 05/08/2025.

Craig Herbst - Kindergarten
Lee Castello - 1st Grade
Krystabelle Rodriguez - 2nd Grade
Madeleine Soares - 3rd Grade
Alyssa Gonzales - 4th Grade
Rae Sullivan - 5th Grade
Julie LaFleur - SPED Team
Haydee Arteaga - MH/SEL Team
Jeremy Clark - Specials Team
Susie Solis - Academic Coach
Jackie Collins- Literacy Coach
Tommi Jones - Assistant Principal
Shane Foust - Principal
Ramon Lopez - SPED Team

2025-2026 School Year

School Site Council Members are:
Autumn Araiza - Parent Y1
Stacey LeClair - Parent Y1
Patricia Hernandez - Parent Y1
Ezequiel Flores - Parent Y3
Halie Sievers - Parent Y3
Jose Esquivel - Certificated Y1
Susana Leon - Classified Y3
Kris Woody - Certificated Y3
Alicia Lind - Certificated Y3
Shane Foust – Principal

Members were elected by voting, and the election took place at the end of September 2025. Meeting minutes document the nomination and voting process.

09/24/2025 - 90% of the SSC members attended the training.

09/24/25 - Election of officers and SSC training.

09/29/2025 - Review Title 1 Parent & Family Engagement Policy and Home School Compact, Review Uniform Complaint Procedures, Review SSC Bylaws, School Plan (SPSA) review & provide input on fall revisions.

10/22/2025 - Data was reviewed more thoroughly. Review draft of SPSA Revisions and approve SPSA to be sent to Educational Services for review.

Resource Inequities

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

2025–2026 Resource Inequities

Our needs assessment identified a resource inequity within our Students with Disabilities (SWD) student group.

Based on the 2024 CA School Dashboard results, our SWD students are performing 72 points below our All-Students group in ELA and 61.8 points below in Math. While we have made gains compared to last year (ELA improved by +6.8 points; Math improved by +6.2 points), the gap remains significant. In the 2025–26 school year, we will build on these efforts with the following actions in Goal 1:

- Continued academic coaching and literacy support for special education teachers to refine intervention strategies aligned to assessed student needs and IEP goals.
- Targeted professional development centered on evidence-based strategies for instruction, accommodations, and scaffolding tailored to SWD.
- Collaboration and data review cycles with general and special education teachers to analyze growth and make informed adjustments to supports and services.

Our needs assessment also identified a continued resource inequity within our English Language Learner (EL) student group.

In 2024, our EL students were 22 points below the All-Students group in ELA and 9.8 points below in Math. While math performance improved by +5.2 points compared to the previous year, ELA scores slightly declined (-0.7 points). English Learners also continue to show a 7.1% drop in chronic absenteeism, and an ELPI of 36.7% (-6.6%), suggesting a need for continued support in language development and engagement. In the 2024–25 school year, we implemented strategic coaching and professional development in EL strategies and began literacy-focused interventions. In the 2025–26 school year, we will build on these efforts with the following actions in Goal 1:

- Ongoing professional development in designated and integrated ELD strategies aligned to student language levels and needs.
- Focused collaboration time to analyze EL student data, including ELPI, short-cycle assessments, and benchmark data, with planning for differentiated instruction.
- Increased access to literacy intervention and English language development supports, guided by our full-time coaches and site academic team.
- Emphasis on attendance supports for EL students through parent engagement, case management, and intervention coordination.

Our needs assessment also identified a resource inequity within our Homeless student group.

Based on the 2024 CA Dashboard, our Homeless students are performing 21.1 points below in ELA and 45.1 points below in Math when compared to All-Students. Additionally, the chronic absenteeism rate is 40.5%, a drop of 7.1 percentage points, indicating continued challenges with engagement and access. We are committed to strengthening systems of support for our Homeless youth. In the 2025–26 school year, we will address this inequity through the following:

- Targeted case management in collaboration with district and community liaisons to reduce barriers to attendance and learning.
- Prioritized access to academic interventions and social-emotional supports, including counseling and check-ins with school staff.
- Tiered attendance interventions and outreach designed to provide wraparound support for students facing housing instability.
- Professional development and staff awareness training to support trauma-informed practices and sensitivity to the unique needs of Homeless students.

Foster Youth: While foster youth are a numerically small group at our site and not reported with separate Dashboard indicators, they remain a priority for targeted support. We continue to monitor their academic progress and attendance through case management, ensure access to counseling and intervention services, and collaborate with foster liaisons and caregivers to support engagement and stability

Our needs assessment also identified a resource inequity within our Socioeconomically Disadvantaged (SED) student group.

In 2024, SED students scored 2.5 points lower than the All-Students group in ELA and 1.2 points lower in Math. While the gap is narrower compared to other groups, these students still show signs of need, particularly with chronic absenteeism at 37.6%, a 6% decline from the prior year. We aim to proactively close this achievement and engagement gap. In the 2025–26 school year, we will continue efforts with the following:

- Expanded access to tutoring, intervention, and small group instruction targeting foundational skills in ELA and Math.
- Continued coaching and PLC collaboration focused on equitable instructional strategies for underserved students.
- Systems for identifying and monitoring at-risk students, with early intervention for those showing signs of disengagement.
- Outreach and family engagement strategies to build strong home-school partnerships and improve attendance.

Our needs assessment also identified a resource inequity within our Hispanic student group.

According to the 2024 Dashboard, Hispanic students are 1.4 points above the All-Students group in ELA and 2.5 points above in Math, indicating slight upward trends in academic performance. However, chronic absenteeism remains a concern at 38%, a 5.1% drop. While the achievement gap is narrowing, attendance remains a key barrier to consistent learning.

Based on the needs assessment and 2024 CA School Dashboard data, resource inequities were identified for multiple student groups performing in the Red performance category:

Students with Disabilities (SWD): Significant academic performance gaps remain, with SWD students scoring 72 points below All Students in ELA and 61.8 points below in Math. Chronic absenteeism is also in the Red. These disparities indicate a need for continued investment in targeted academic coaching, evidence-based instructional strategies, and collaborative data analysis between general and special education staff.

English Learners (EL): EL students continue to underperform in ELA (22 points below All Students) and have shown a decline in English Language Progress Indicator (ELPI). Although math scores improved, chronic absenteeism and language development remain critical areas of concern, highlighting the need for sustained ELD support, language-rich instruction, and attendance-focused interventions.

Homeless Students: With chronic absenteeism at 40.5% and performance gaps of 21.1 points in ELA and 45.1 in Math, homeless students face significant barriers to academic access. These inequities call for increased wraparound services, targeted case management, and trauma-informed practices.

Socioeconomically Disadvantaged (SED) Students: Although their academic performance gaps are smaller (2.5 points in ELA and 1.2 in Math), chronic absenteeism at 37.6% reveals an engagement inequity. Continued support through academic interventions and proactive attendance strategies is essential.

Hispanic Students: While academically close to or slightly outperforming the All Students group, chronic absenteeism at 38% suggests an ongoing equity concern regarding consistent access to instruction, requiring sustained monitoring and attendance-focused support.

These findings have directly informed the 2025–26 SPSA goals and strategies, with targeted actions and funding aimed at addressing these persistent gaps.

In the 2025–26 school year, we will continue to monitor and address needs through:

- Continued culturally responsive teaching and engagement strategies to support student success and connection to school.
- Data-informed intervention placement based on benchmark and short-cycle assessments.
- Attendance incentives and monitoring systems to support improved daily participation and reduce chronic absenteeism.
- Family workshops and outreach designed to improve home-school communication and increase support for academic engagement.

Needs Assessment – Review of Performance

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

SUSPENSION RATE INDICATOR

According to the 2024 California School Dashboard, Bubbling Wells Elementary maintained a low overall suspension rate of 0.9%. Notably, English Learners (0.6%) and Homeless students (1.3%) also demonstrated low suspension rates, reflecting the equitable implementation of proactive behavior supports.

This success is a result of the school's continued emphasis on Tier 1 behavior expectations, consistent implementation of PBIS strategies, and the integration of Capturing Kids' Hearts (CKH) to build relational capacity and foster a safe, inclusive environment. Weekly meetings between the Counselor, Behavior Paraprofessional, and Administration ensure coordinated Tier 2 and Tier 3 supports, allowing for early intervention and responsive services for students demonstrating behavioral challenges. In addition, the team regularly partners with families and classroom staff to ensure individualized plans are aligned, supported, and sustainable.

ACADEMIC RATE INDICATOR

STAR Winter 2025

Academic Progress – ELA

3rd grade - 44.2% Proficient

4th grade - 43.1% Proficient

5th grade - 40.4% Proficient

Academic Progress – Math

3rd grade - 32.7% Proficient

4th grade - 31.4% Proficient

5th grade - 31.4% Proficient

English Learners

Reading: 42.4% Proficient, 15.4% On Watch, 22.9% Intervention, 19.5% Urgent Intervention

Math: 32.3% Proficient, 16.2% On Watch, 24% Intervention, 27.5% Urgent Intervention

Demographics:

Enrollment 637

English Learners - 43.5%

Foster Youth - 1.7%

Homeless -

SWD Students with Disabilities -

SED Socioeconomically Disadvantaged - 93.6%

Chronic Absenteeism - 37.6%

suspension Rate - 0.9%

Science - (no data)

California Dashboard:(RED - lowest performance level)

English Language Arts (ELA)

-All students

-English Learners (EL)

-Socioeconomically Disadvantaged (SED)

-Hispanic

Chronic Absenteeism

-Students with Disabilities (SED)

Reflections: Success

SUPPORTING ACTIONS

All of these supporting actions will continue for the 2025-2026 school year; however, with slight modifications.

We will continue with a school-wide attendance team that:

- took a tiered approach to identifying and supporting students at risk of becoming chronically absent, and
- provides targeted education for families and students on the importance of regular attendance.
- teachers will continue to meet with parents during conference week and discuss attendance goals and identify barriers families are experiencing with maintaining regular attendance.

We will continue to strengthen our support system for Tier 2 and Tier 3 students, with clear expectations communicated throughout the campus and with all stakeholders.

- All staff members will be trained in Capturing Kids Hearts and review restorative practices.
- Social Emotional Learning (SEL) lessons provided by classroom teachers and the school counselor to include tier 2 & tier 3 interventions and supports.
- Ongoing effective communication with families and building positive relationships beforehand have also contributed to this reduction.

A continued emphasis on data analysis and progress monitoring to enhance collaboration among grade levels and vertical teams to pinpoint specific areas for improvement.

- Teachers will regularly plan intentional support in small group sessions utilizing benchmark & data (i.e. STAR, BPST, Running Records) for instruction.
- Continue Tier 2 reading interventions, led by trained teachers and paraprofessionals using evidence-based strategies.
- Use of research-based programs (i.e. Heggerty, UFLI, LETRS, etc.) across the school to address the needs of struggling readers.
- Tier 2 intervention support are integrated into guided reading sessions for 1st-5th grades.
- The school continues to fund reading intervention paraprofessionals.
- Continue the district-funded Reading Intervention program.
- *Addition of a 3-year grant-funded Literacy Coach and targeted Literacy Plan.

In mathematics, we will continue to utilize the following support for implementing high-impact strategies aligned with the Bridges curriculum:

- District/building-wide coaching and collaboration sessions.
- support teachers in planning and implementing effective instruction, using the LES process.

DATA

Enrollment 601

STAR

STAR Data Fall 2024

STAR Early Literacy Proficiency Rate 37.5%

STAR Math Proficiency Rate 33.6%

STAR Reading Proficiency Rate 42.3

3rd Grade

STAR Reading: 47% of all 3rd-grade students are "At/Above Benchmark", with 15% categorized as "On Watch," 21% in "Intervention," and 16% requiring "Urgent Intervention."

STAR Math: 38% of all students are "At/Above Benchmark", 12% "On Watch," 21% in "Intervention," and 29% in "Urgent Intervention."

4th Grade

STAR Reading: 38% of all 4th-grade students are "At/Above Benchmark", with 12% categorized as "On Watch," 27% in "Intervention," and 22% requiring "Urgent Intervention."

STAR Math: 39% of all students are "At/Above Benchmark", 17% "On Watch," 23% in "Intervention," and 22% in "Urgent Intervention."

5th Grade

STAR Reading: 36% of all 5th-grade students are "At/Above Benchmark", with 16% categorized as "On Watch," 22% in "Intervention," and 26% requiring "Urgent Intervention."

STAR Math: 29% of all students are "At/Above Benchmark", 19% "On Watch," 25% in "Intervention," and 28% in "Urgent Intervention."

SPECIAL EDUCATION

STAR Reading from spring 2024 (15.3%) to Fall 2024 (14.8%) there was a (0.5%) decrease in the number of SWD meeting proficiency.

STAR Math from spring 2024 (13.6%) to Fall 2024 (15.3%) there was a (1.7%) increase in the number of SWD meeting proficiency.

English Language Learners (ELL)

STAR Reading from spring 2024 (9.0%) to Fall 2024 (19.6%) there was a (10.6%) increase in the number of EL students meeting proficiency.

STAR Math from spring 2024 (16.8%) to Fall 2024 (19.0%) there was a (2.2%) increase in the number of EL students meeting proficiency.

ATTENDANCE

2024-2025 Average Daily Attendance 92.2%, as of October 31, 2024.

End of year 2023-2024 Average Daily Attendance 89.7%.

2024-2025 Chronic Absence 29.1%, as of October 31, 2024.

End of year 2023-2024 Chronic Absence 41.9%

Expulsion 0%

2024-2025 Suspension Rate 0.8%, as of October 31, 2024.

End of year 2023-2024 Suspension Rate 0.3%

October 2025

School Site Council identified the following, based on SBAC & STAR data:

SBAC DATA 2025

3rd Grade - ELA

Standard Exceeds + Standard Met = 27%

Standard Nearly Met + Standard Not Met = 73%

From 2024 to 2025, 3rd grade ELA SBAC scores showed a slight improvement, with the percentage of students meeting or exceeding the standard increasing from 26% to 27%.

3rd Grade Math

Standard Exceeds + Standard Met = 20%

Standard Nearly Met + Standard Not Met = 80%

From 2024 to 2025, 3rd grade Math SBAC scores declined slightly, with the percentage of students meeting or exceeding the standard dropping from 23% to 20%.

4th Grade - ELA

Standard Exceeds + Standard Met = 23%

Standard Nearly Met + Standard Not Met = 77%

From 2024 to 2025, 4th grade ELA SBAC scores showed a slight decline, with the percentage of students meeting or exceeding the standard decreasing from 24% to 23%.

4th Grade - Math

Standard Exceeds + Standard Met = 23%

Standard Nearly Met + Standard Not Met = 77%

From 2024 to 2025, 4th grade Math SBAC scores showed improvement, with the percentage of students meeting or exceeding the standard increasing from 13% to 23%.

5th Grade - ELA

Standard Exceeds + Standard Met = 27%

Standard Nearly Met + Standard Not Met = 73%

From 2024 to 2025, 5th grade ELA SBAC scores showed slight improvement, with the percentage of students meeting or exceeding the standard increasing from 24% to 27%.

5th Grade - Math

Standard Exceeds + Standard Met = 16%

Standard Nearly Met + Standard Not Met = 84%

From 2024 to 2025, 5th grade Math SBAC scores improved, with the percentage of students meeting or exceeding the standard increasing from 10% to 16%.

5th Grade - CAST (Science)

Standard Exceeds + Standard Met = 23%

Standard Nearly Met + Standard Not Met = 77%

From 2024 to 2025, 5th grade CAST (Science) scores improved, with the percentage of students meeting or exceeding the standard increasing from 18% to 23%.

STAR
STAR Data Fall 2025
STAR Early Literacy Proficiency Rate 38.1%
STAR Math Proficiency Rate 28.0%
STAR Reading Proficiency Rate 37.9%

3rd Grade - 38.3% of students scored at or above the minimum district benchmark proficiency level.
4th Grade - 39.1% of students scored at or above the minimum district benchmark proficiency level.
5th Grade - 33.0% of students scored at or above the minimum district benchmark proficiency level.

From Fall 2024 to Fall 2025, STAR Early Literacy proficiency increased slightly from 37.5% to 38.1%, while STAR Reading proficiency declined from 42.3% to 37.9% and STAR Math proficiency dropped from 33.6% to 28.0%.

Grade-Level Comparisons

3rd Grade: Proficiency decreased from 47% to 38.3%, indicating fewer students met or exceeded the district benchmark in both reading and math.

4th Grade: Scores remained relatively stable, with 38% (2024) and 39.1% (2025) of students meeting benchmark levels.

5th Grade: Proficiency declined from 36% (reading) and 29% (math) in 2024 to 33.0% overall in 2025, showing a continued need for targeted intervention.

While Early Literacy showed a small gain, overall STAR Reading and Math proficiency rates declined across most grade levels from Fall 2024 to Fall 2025, suggesting a need to strengthen Tier 1 instruction and intervention supports, particularly in upper grades.

Success Noted:

1. Notable Growth in 4th and 5th Grade Math: The largest gains were seen in 4th grade math (from 13% to 23%) and 5th grade math (from 10% to 16%), showing meaningful improvement in students meeting or exceeding standards.

2. Improvement in 5th Grade ELA and Science: 5th grade ELA increased from 24% to 27%, and 5th grade CAST (Science) rose from 18% to 23%, reflecting steady growth in both literacy and science achievement at the upper grade level.

3. Slight Gains in Early Literacy: STAR Early Literacy proficiency increased from 37.5% to 38.1%, suggesting progress in foundational reading skills among primary students.

4. Stable Performance in 4th Grade ELA and STAR Benchmarks: While small fluctuations occurred, 4th grade ELA and STAR proficiency remained largely stable year-over-year, indicating consistency in student performance as instructional shifts continue.

Summary: Overall, Bubbling Wells showed positive movement in several key areas, particularly in upper-grade math and science, with incremental progress in early literacy. These gains suggest that targeted instructional efforts and intervention supports are beginning to show impact, especially in content-area growth for grades 4 and 5. Continued focus on Tier 1 instruction, literacy development, and math reasoning will help sustain and build on this momentum.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Reflections: Identified Need

Based on the 2024 California School Dashboard, (BWES) Bubbling Wells Elementary School had multiple indicators in the "Orange" performance category, indicating a need for focused support:

According to the 2024 California School Dashboard, Bubbling Wells Elementary identified areas of significant need in both English Language Arts (ELA) and Mathematics. The school received an overall Red performance level in ELA, with students scoring an average of 73.4 points below standard, and an Orange performance level in Math, with students scoring 90.1 points below standard. ELA scores declined from the prior year, and Math performance remained unchanged, highlighting an urgent need for improvement in instructional quality and intervention support. Chronic absenteeism, while in the Yellow range overall (37.6%), remains a concern due to its impact on student achievement and its elevated rates among key student groups.

In addition, significant performance gaps were identified between student groups. English Learners (ELs) performed two or more performance levels below the “All Students” group in both ELA and Math, with scores of 95.4 points below standard in ELA and 99.9 points below standard in Math. Students with Disabilities (SWDs) also showed substantial gaps, particularly in Math, where their average performance was 151.9 points below standard. These gaps underscore the need for targeted supports for both English Learners and SWDs.

To address these areas of low performance and performance gaps, Bubbling Wells Elementary has outlined the following steps in the 2025–2026 SPSA:

- Strengthen Tier 1 instruction in ELA and Math through collaborative data analysis, vertical and horizontal planning, and implementation of evidence-based instructional practices.
- Expand Tier 2 and Tier 3 intervention supports for students performing below grade level, particularly in literacy and foundational math skills, with support from paraprofessionals and bilingual staff.
- Implement consistent progress monitoring using tools such as STAR assessments, BPST, and CBMs to guide instructional decisions and adjust supports in real time.
- Provide ongoing professional development focused on effective instructional strategies, designated and integrated ELD, inclusive practices, and culturally responsive teaching.
- Enhance schoolwide social-emotional learning supports using Capturing Kids’ Hearts, Restorative Practices, and targeted mental health services to improve school connectedness and reduce barriers to learning.
- Strengthen family engagement through workshops, parent-teacher collaboration, and home-school communication systems to better equip families in supporting their children’s academic growth.

During the fall revision, we identified the following needs:

- Science of Reading.
- Tier 1 ELA Instructional Consistency: SBAC and STAR Reading data show limited growth and overall decline in proficiency rates, signaling the need to strengthen Tier 1 instruction through grade-level planning, academic vocabulary development, and consistent implementation of core reading routines.
- Math Conceptual Understanding and Application: While gains were noted in 4th and 5th grade SBAC math scores, overall math proficiency remains low (16–23%), and STAR Math rates declined. This indicates a need for stronger Tier 1 math instruction, explicit problem-solving strategies, and supplemental intervention resources.
- Targeted Intervention and Progress Monitoring: Across grade levels, students below benchmark are not demonstrating accelerated growth. There is a need for tighter progress monitoring systems and consistent use of intervention data to adjust instruction.
- Vertical Alignment in Literacy and Math: Performance trends show uneven growth between grade levels, suggesting a need for better instructional alignment and shared strategies from primary to upper grades to ensure skill continuity.
- Professional Learning and Coaching Support: Variability in Tier 1 implementation across classrooms indicates a continued need for coaching and PD focused on effective small-group instruction, data-driven differentiation, and engagement strategies that support all learners.
- Need for continued mental health support for students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.15%	0%	0%	1	0	0
African American	1.54%	1.8%	1.8%	10	12	12
Asian	0.31%	0.15%	0.15%	2	1	1
Filipino	%	0.3%	0.3%	0	2	2
Hispanic/Latino	92.30%	92.93%	92.93%	599	618	618
Pacific Islander	%	0%	0%	0	0	0
White	4.62%	3.76%	3.76%	30	25	25
Multiple/No Response	1.08%	1.05%	1.05%	7	7	7
Total Enrollment				649	665	665

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	136	126	126
Grade 1	94	121	121
Grade 2	100	98	98
Grade3	113	98	98
Grade 4	101	117	117
Grade 5	105	105	105
Total Enrollment	649	665	665

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	309	318	277	41.40%	47.6%	43.5%
Fluent English Proficient (FEP)	91	74	79	16.90%	14.0%	12.4%
Reclassified Fluent English Proficient (RFEP)	34	26		12.8%	11%	9.3%

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
637	93.6%	43.5%	1.7%
Total Number of Students enrolled in Bubbling Wells Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	277	43.5%
Foster Youth	11	1.7%
Homeless	61	9.6%
Socioeconomically Disadvantaged	596	93.6%
Students with Disabilities	96	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	1	0.2%
Hispanic	589	92.5%
Two or More Races	12	1.9%
Pacific Islander	0	0.0%
White	27	4.2%

Conclusions based on this data:

1. English Learners (43.5%): With nearly half of the student population identified as English Learners, Bubbling Wells Elementary must prioritize integrated language development and scaffolded academic instruction across all content areas.
2. Socioeconomically Disadvantaged (93.6%): The high percentage of socioeconomically disadvantaged students underscores the need for robust academic interventions, access to resources, and whole-child supports to ensure equity and opportunity.
3. Students with Disabilities (15.1%): Serving a significant population of students with disabilities, the school must continue to provide inclusive practices, individualized supports, and targeted interventions aligned with IEP goals.

School and Student Performance Data

Overall Performance

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2023–2024 SBAC ELA results show a decline in performance, with students scoring an average of 73.4 points below standard—down from 69.2 points below standard in 2022–2023.
2. The 2023–2024 SBAC Math results indicate a slight decline in performance, with students scoring an average of 90.1 points below standard, compared to 89.8 points below standard in 2022–2023.
3. Chronic absenteeism improved in 2023–2024, decreasing to 37.6% from 43.7% in 2022–2023, indicating progress in reducing the number of students missing 18 or more school days.

School and Student Performance Data

Academic Performance English Language Arts

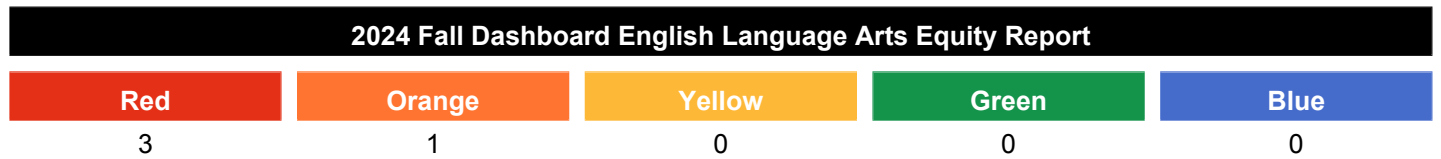
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 73.4 points below standard Declined 4.3 points 294 Students	English Learners  Red 95.4 points below standard Declined 4.1 points 162 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color 94.5 points below standard Increased 3.8 points 25 Students	Socioeconomically Disadvantaged  Red 75.9 points below standard Declined 7.0 points 285 Students

Students with Disabilities  Orange 145.4 points below standard Increased 6.8 points 48 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Red 72.0 points below standard Declined 7.0 points 276 Students
Two or More Races  No Performance Color Less than 11 Students 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 116.6 points below standard Increased 36.8 points 11 Students

Conclusions based on this data:

1. English Learners (Red, 95.4 points below standard, declined 4.1 points):
English Learners remain in the Red performance level for ELA, with an average of 95.4 points below standard and a continued decline of 4.1 points, highlighting an urgent need for intensified language and literacy support.
2. Students with Disabilities (Orange, 145.4 points below standard, increased 6.8 points):
While Students with Disabilities remain well below standard in ELA performance (145.4 points), the Orange performance level and a 6.8-point increase reflect promising growth and the impact of targeted instructional supports.
3. Socioeconomically Disadvantaged (Red, 75.9 points below standard, declined 7.0 points):
Students identified as socioeconomically disadvantaged remain in the Red performance level for ELA, with scores averaging 75.9 points below standard and a 7-point decline from the previous year, indicating a growing achievement gap that requires urgent academic intervention and support.

School and Student Performance Data

Academic Performance Mathematics

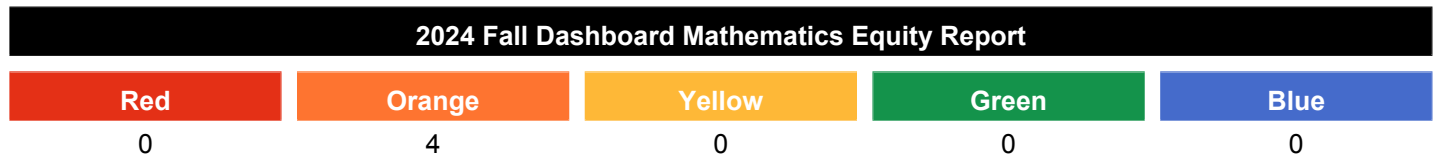
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 90.1 points below standard Maintained 0.3 points 294 Students	English Learners  Orange 99.9 points below standard Increased 5.2 points 163 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color 135.2 points below standard Declined 15.7 points 25 Students	Socioeconomically Disadvantaged  Orange 91.3 points below standard Maintained 1.9 points 285 Students

Students with Disabilities  Orange 151.9 points below standard Increased 6.2 points 48 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 87.6 points below standard Maintained 0.5 points 276 Students
Two or More Races  No Performance Color Less than 11 Students 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 168.8 points below standard Declined 10.7 points 11 Students

Conclusions based on this data:

1. English Learners (Orange, 99.9 points below standard, increased 5.2 points):
English Learners performed in the Orange category for Math, with scores 99.9 points below standard, but showed growth with a 5.2-point increase, signaling early signs of improvement that require continued academic language and numeracy support.
2. Socioeconomically Disadvantaged (Orange, 91.3 points below standard, maintained 1.9 points):
Socioeconomically disadvantaged students scored 91.3 points below standard in Math and remained in the Orange performance level, showing minimal change from the previous year and indicating an ongoing need for consistent, targeted intervention.
3. Students with Disabilities (Orange, 151.9 points below standard, increased 6.2 points):
Although Students with Disabilities continue to perform significantly below standard in Math, with scores 151.9 points below, their 6.2-point increase within the Orange band reflects meaningful progress that should be built upon with specialized supports.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
36.7% making progress.	making progress.
Number Students: 221 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.3%	42.1%	0%	36.7%

Conclusions based on this data:

- English Learners (Orange, 36.7% making progress):
With only 36.7% of English Learners making progress toward English language proficiency and 21.3% decreasing by at least one ELPI level, the Orange performance level indicates a significant need for intensified support in language development and instructional scaffolding to accelerate growth.
- 42.1% of English Learners maintained their current proficiency levels without progress, suggesting that nearly half of students are stagnating in their language development and may not be receiving the level of differentiated support required for advancement.
- No students reached or maintained the highest proficiency level (ELPI Level 4):
0% of English Learners maintained ELPI Level 4, indicating that none of the students sustained the highest level of English proficiency, which underscores the urgency for more rigorous language instruction and targeted EL reclassification strategies.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 37.6% Chronically Absent Declined 6.1 676 Students	English Learners  Yellow 34.3% Chronically Absent Declined 7.1 306 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 7.1% Chronically Absent Declined 46.7 14 Students	Homeless  Orange 40.5% Chronically Absent Declined 7.1 74 Students	Socioeconomically Disadvantaged  Yellow 37.6% Chronically Absent Declined 6 631 Students

Students with Disabilities  Red 56.4% Chronically Absent Increased 2.6 117 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 38% Chronically Absent Declined 5.1 618 Students
Two or More Races  No Performance Color 35.3% Chronically Absent 0 17 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 30% Chronically Absent Declined 11.7 30 Students

Conclusions based on this data:

1. Students with Disabilities (Red, 56.4% chronically absent, increased 2.6 percentage points):
Students with Disabilities are in the Red performance level for chronic absenteeism, with 56.4% chronically absent and a worsening trend, highlighting a critical need for individualized attendance interventions and support systems.
2. Socioeconomically Disadvantaged (Yellow, 37.6%, declined 6 percentage points):
While still in the Yellow performance band, chronic absenteeism among socioeconomically disadvantaged students declined by 6 points to 37.6%, showing progress but indicating persistent attendance challenges tied to poverty-related barriers.
3. English Learners (Yellow, 34.3%, declined 7.1 percentage points):
Chronic absenteeism among English Learners declined to 34.3%, a 7.1-point improvement, suggesting that recent outreach and engagement efforts may be positively impacting school attendance in this group.

All Students (Yellow, 37.6%, declined 6.1 percentage points):
Chronic absenteeism for all students dropped to 37.6%, down from the previous year by 6.1 points, signaling schoolwide improvement but underscoring that over one-third of students are still missing a significant number of school days.

School and Student Performance Data

Conditions & Climate Suspension Rate

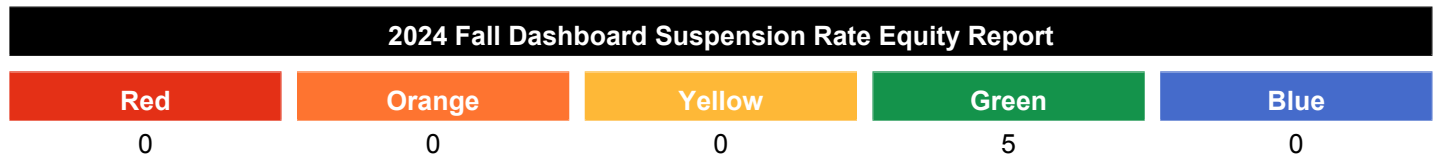
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9% suspended at least one day Declined 0.8% 702 Students	English Learners  Green 0.6% suspended at least one day Declined 0.9% 315 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Homeless  Green 1.3% suspended at least one day Declined 4.3% 76 Students	Socioeconomically Disadvantaged  Green 0.9% suspended at least one day Declined 0.8% 655 Students

Students with Disabilities  Green 0.8% suspended at least one day Declined 1.6% 119 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Green 0.6% suspended at least one day Declined 0.9% 638 Students
Two or More Races  No Performance Color 0% suspended at least one day 19 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 6.5% suspended at least one day Declined 0.7% 31 Students

Conclusions based on this data:

1. Bubbling Wells Elementary maintained a low overall suspension rate of 0.9%, placing the school in the Green performance level on the 2024 California School Dashboard.
2. All major student groups—including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—performed in the Green range, with each group showing a decline in suspension rates from the previous year.
3. These consistently low and improving suspension rates reflect the school's effective implementation of positive behavior supports, restorative practices, and a proactive approach to student discipline.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Students will engage in rigorous grade level learning aimed at developing a deep knowledge of the learning standards as we prepare them for the next grade level and build college and career readiness. Instruction will be provided at the rigor of the grade level standard with appropriate scaffolds and supports in place to allow students at all levels of proficiency access to deep learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD))	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>66 points below standard</td><td>Increase +3 points</td></tr><tr><td>EL</td><td>Red</td><td>87 points below standard</td><td>Increase +3 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>62 points below standard</td><td>Increase +3 points</td></tr><tr><td>AA</td><td></td><td></td><td>Less than 11 Students</td></tr><tr><td>SED</td><td>Orange</td><td>65 points below standard</td><td>Increase +3 points</td></tr><tr><td>SWD</td><td>Red</td><td>149 points below standard</td><td>Increase +3 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	66 points below standard	Increase +3 points	EL	Red	87 points below standard	Increase +3 points	Hisp	Yellow	62 points below standard	Increase +3 points	AA			Less than 11 Students	SED	Orange	65 points below standard	Increase +3 points	SWD	Red	149 points below standard	Increase +3 points	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Red</td><td>73.4 points below standard</td><td>Declined 4.3 points</td></tr><tr><td>EL</td><td> Red</td><td>95.4 points below standard</td><td>Declined 4.1 points</td></tr><tr><td>Hisp</td><td> Red</td><td>72.0 points below standard</td><td>Declined 7.0 points</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students</td></tr><tr><td>SED</td><td> Red</td><td>75.9 points below standard</td><td>Declined 7.0 points</td></tr><tr><td>SWD</td><td> Orange</td><td>145.4 points below standard</td><td>Increased 6.8 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Red	73.4 points below standard	Declined 4.3 points	EL	 Red	95.4 points below standard	Declined 4.1 points	Hisp	 Red	72.0 points below standard	Declined 7.0 points	AA	 No Performance Color		Less than 11 Students	SED	 Red	75.9 points below standard	Declined 7.0 points	SWD	 Orange	145.4 points below standard	Increased 6.8 points
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SED	 Red	75.9 points below standard	Declined 7.0 points																																																							
SWD	 Orange	145.4 points below standard	Increased 6.8 points																																																							
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>86 points below standard</td><td>Increase +3 points</td></tr><tr><td>EL</td><td>Red</td><td>102 points below standard</td><td>Increase +3 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>84.1 points below standard</td><td>Increase +3 points</td></tr><tr><td>AA</td><td></td><td></td><td>Increase +3 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	86 points below standard	Increase +3 points	EL	Red	102 points below standard	Increase +3 points	Hisp	Yellow	84.1 points below standard	Increase +3 points	AA			Increase +3 points	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Orange</td><td>90.1 points below standard</td><td>Maintained 0.3 points</td></tr><tr><td>EL</td><td> Orange</td><td>99.9 points below standard</td><td>Increased 5.2 points</td></tr><tr><td>Hisp</td><td> Orange</td><td>87.6 points below standard</td><td>Maintained 0.5 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Orange	90.1 points below standard	Maintained 0.3 points	EL	 Orange	99.9 points below standard	Increased 5.2 points	Hisp	 Orange	87.6 points below standard	Maintained 0.5 points																				
	St. Group	Color	DFS/Percentage	Change																																																						
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St. Group	Color	DFS/Percentage	Change																																																							
All	 Orange	90.1 points below standard	Maintained 0.3 points																																																							
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Hisp	 Orange	87.6 points below standard	Maintained 0.5 points																																																							

Metric/Indicator	Expected Outcomes				Actual Outcomes																							
	<table><tr><td>SED</td><td>Yellow</td><td>86 points below standard</td><td>Increase +3 points</td></tr><tr><td>SWD</td><td>Orange</td><td>155 points below standard</td><td>Increase +3 points</td></tr></table>				SED	Yellow	86 points below standard	Increase +3 points	SWD	Orange	155 points below standard	Increase +3 points	<table><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students</td></tr><tr><td>SED</td><td> Orange</td><td>91.3 points below standard</td><td>Maintained 1.9 points</td></tr><tr><td>SWD</td><td> Orange</td><td>151.9 points below standard</td><td>Increased 6.2 points</td></tr></table>				AA	 No Performance Color		Less than 11 Students	SED	 Orange	91.3 points below standard	Maintained 1.9 points	SWD	 Orange	151.9 points below standard	Increased 6.2 points
SED	Yellow	86 points below standard	Increase +3 points																									
SWD	Orange	155 points below standard	Increase +3 points																									
AA	 No Performance Color		Less than 11 Students																									
SED	 Orange	91.3 points below standard	Maintained 1.9 points																									
SWD	 Orange	151.9 points below standard	Increased 6.2 points																									
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 15% of Students Met or Exceeded the California Science Test																											
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Yellow</td><td>43.2 points above standard</td><td>Increase +3 points</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	Yellow	43.2 points above standard	Increase +3 points	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Orange</td><td>36.7%</td><td>2 6.6</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	 Orange	36.7%	2 6.6				
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	Yellow	43.2 points above standard	Increase +3 points																									
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	 Orange	36.7%	2 6.6																									
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - KN - 0% 1st - 0% 2nd - 0% 3rd - 10% 4th - 20% 5th - 30%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6% (14 students)																							
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results 30% Met or Exceeded				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 24.7% African American - NA Hispanic - 25.9 % Proficient English Learners (EL)- 4.2 % Proficient Social Economically Disadvantaged (SED) Students with Disabilities (SWD)- 4.2% Proficient																							

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - Maintained

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
BWES will offer a variety of student engagement and enrichment opportunities, such as field trips, guest speakers, and assemblies, students can make connections and deepen their understanding of academic standards through real-world learning experiences. This approach aims to achieve enriched learning and enhanced comprehension of the curriculum. It is intended to increase daily attendance and decrease chronic absenteeism while promoting academic achievement through authentic engagement and application of acquired skills. Student academic performance improvement based on progress monitoring using local and state assessment results will also be measured. Monitoring Metrics: The effectiveness of this action will be monitored by increasing daily attendance and decreasing chronic absenteeism while promoting academic achievement through authentic engagement and	During the 2024–2025 school year, Bubbling Wells Elementary provided a range of student engagement and enrichment opportunities aligned to academic standards, including curriculum-based field trips, guest speakers, and schoolwide assemblies. These experiences were designed to extend classroom learning and promote real-world connections. The school intentionally used these activities to encourage consistent attendance and foster a positive learning environment, particularly for students at risk of chronic absenteeism. Progress toward academic goals was monitored through ongoing local assessments and state testing data, with a focus on evaluating how authentic learning opportunities contributed to student achievement and engagement.	Student engagement and enrichment opportunities (TK/5th) 5000-5999: Services And Other Operating Expenditures LCFF 14,000	Student engagement and enrichment opportunities (TK/5th) 5000-5999: Services And Other Operating Expenditures LCFF 9,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
application of acquired skills. Student academic performance improvement based on progress monitoring using local and state assessment results will also be measured.			
If we assign classroom paraprofessional aides to support tier 2 & 3 instructional interventions, mainly focusing on foundational and other literacy skills, then students can apply those skills to tier 1 grade-level instruction in the classroom. This will assist in achieving improved proficiency overall in English Language Arts (ELA) while supporting student success in literacy that can be applied to all other content areas. Monitoring Metrics: Students scoring at or near the intensive level in reading will be provided guided reading support. Priority will be given to English Learners. A master schedule will be created to allow Students with Disabilities to receive their pull-out services during this time to attempt missing core instruction. Students who attend reading intervention will be closely monitored through local progress monitoring tools—for progress and growth to be exited out of the program or to go through the SST process.	Throughout the 2024–2025 school year, classroom paraprofessional aides were strategically assigned to support Tier 2 and Tier 3 literacy interventions, with a focus on foundational reading skills. Intervention groups were prioritized for students scoring at or near the intensive level, including a targeted focus on English Learners. Student progress was monitored using local assessment tools such as BPST, CBMs, and STAR data, and those demonstrating adequate growth were either exited from intervention or referred to the SST process for further support. The paraprofessionals played a critical role in providing consistent, small-group instruction aligned to classroom learning targets.	Paraprofessional support (salary) 2000-2999: Classified Personnel Salaries Title I 22,953 Paraprofessional support (fringe & benefits) 3000-3999: Employee Benefits Title I 9,260	Paraprofessional support (salary) 2000-2999: Classified Personnel Salaries Title I 22,953 Paraprofessional support (fringe & benefits) 3000-3999: Employee Benefits Title I 9,260

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
If teachers utilize current student data for collaboration and develop evidence-based instructional practices reflecting student needs, they can effectively support and scaffold instruction for all students. This collaborative planning, incorporating short- and long-term strategies, enables them to monitor student progress and align instruction with assessments effectively. Vertical collaboration on targeted focus areas will further enhance this system and approach to meeting student needs. By doing so, we achieve a system that effectively meets the needs of all students, including our at-risk student groups. Monitoring Metrics: The effectiveness of this action will be monitored by tracking the number of days teachers are released for these targeted professional development activities and meetings. We will also use STAR data and specific monitoring tools to track student achievement tied to professional development and collaboration.	Throughout the 2024–2025 school year, teachers participated in regular collaborative planning sessions using current student data to inform instructional decisions and implement evidence-based practices tailored to student needs. These sessions focused on both short- and long-term planning, allowing teams to align instruction with assessment data and adjust strategies based on student progress. Vertical collaboration was also implemented to ensure alignment of instructional goals across grade levels and support continuity for students. Release time was provided to facilitate these professional learning opportunities, and the effectiveness of this work was monitored using STAR data and local progress monitoring tools to assess student growth and instructional impact.	Certificated stipends/extra duty for collaboration & planning evidence based strategies 1000-1999: Certificated Personnel Salaries LCFF 6,000 Release time/substitutes- Data Analysis & UDL collaboration & planning (targeted student groups) 1000-1999: Certificated Personnel Salaries Title I 6,482 Professional Development & Collaboration - stipends for professional development/collaboration on effective instructional strategies targeting areas for growth 1000-1999: Certificated Personnel Salaries LCFF 14,000	Certificated stipends/extra duty for collaboration & planning evidence based strategies 1000-1999: Certificated Personnel Salaries LCFF 6,664 Release time/substitutes- Data Analysis & UDL collaboration & planning (targeted student groups) 1000-1999: Certificated Personnel Salaries Title I 6,482 Professional Development & Collaboration - stipends for professional development/collaboration on effective instructional strategies targeting areas for growth 1000-1999: Certificated Personnel Salaries LCFF 14,962
If we provide access to supplemental instructional materials and supplies, then we ensure that teachers have the necessary resources to implement effective instructional plans, removing potential barriers while	During the 2024–2025 school year, teachers were provided with access to a variety of supplemental instructional materials and classroom supplies to support effective lesson delivery and student engagement. These	Supplemental instructional materials and supplies to enhance instruction in core content areas 4000-4999: Books And Supplies LCFF	Supplemental instructional materials and supplies to enhance instruction in core content areas 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
engaging and supporting student learning. These supplies facilitate effective teaching and learning by enabling teachers to engage students in diverse instructional activities, enhanced learning experiences, and technology-enhanced lessons. Ultimately, this promotes higher levels of student engagement, access to learning, and overall academic achievement. Monitoring Metrics: The effectiveness of this strategy will be measured by student academic performance improvement using local and state assessment results.	resources included manipulatives, technology tools, visual aids, and grade-level appropriate materials that enhanced the instructional program and allowed for more differentiated and interactive learning experiences.	35,028 Books and supplies for teachers and classified staff for professional development and student instruction. 4000-4999: Books And Supplies Title I 8575	37,923 Books and supplies for teachers and classified staff for professional development and student instruction. 4000-4999: Books And Supplies Title I 8456
If administration and teachers pinpoint specific areas for professional growth that align with evidence-based instructional practices, they ensure ongoing improvement that, when partnered with collaborative planning and data analysis, increases student success. These professional development opportunities, grounded in research and evidence-based strategies, aim to enhance individual and group expertise, enhancing effective collaboration and planning that reflects student needs. Ultimately, this approach supports teachers in delivering high-quality instruction and cultivates a culture of	Throughout the 2024–2025 school year, site administration and teachers collaborated to identify key areas for professional growth aligned with evidence-based instructional practices. Professional development opportunities were provided to support both individual and team learning, with a focus on high-impact strategies, data-driven instruction, and collaborative planning. These sessions strengthened teacher capacity and instructional consistency across classrooms while reinforcing a schoolwide culture of continuous improvement.	Consultants and other professional development opportunities aligned with evidence-based instructional practices 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000 Conferences and trainings aligned with evidence-based instructional practices to increase academic success 5000-5999: Services And Other Operating Expenditures LCFF 8,000	Consultants and other professional development opportunities aligned with evidence-based instructional practices 5800: Professional/Consulting Services And Operating Expenditures LCFF 7819 Conferences and trainings aligned with evidence-based instructional practices to increase academic success 5000-5999: Services And Other Operating Expenditures LCFF 7,287

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
continuous learning, benefiting educators and students alike. Monitoring Metrics: The effectiveness of this strategy will be measured by student academic performance improvement using progress monitoring assessments and both local and state assessment results.			
If we assign bilingual personnel to support teachers, students, and families with additional interventions and supports in language and literacy development, communication/translation, and further strategies with scaffolds for the primary language, then we affirm and build on students' prior knowledge and language skills to develop academic proficiency. This also enhances the home/school connection, supporting students to succeed academically. Ultimately, this assistance improves proficiency in all content areas while creating a more inclusive and supportive learning environment for all students. Monitoring Metrics: The effectiveness of this action will be measured through progress monitoring of small group instruction and the growth students demonstrate on STAR assessment data and ELPAC scores.	In the 2024-2025 school year, bilingual personnel were strategically utilized to provide targeted support to teachers, students, and families through small group instruction, language development interventions, and translation services. These staff members played a critical role in supporting English Learners by offering scaffolds in students' primary language, reinforcing academic concepts, and facilitating communication between home and school.	Bilingual support (salary) 2000-2999: Classified Personnel Salaries LCFF 52,840 Bilingual support (benefits/fringes) 3000-3999: Employee Benefits LCFF 36,017 Bilingual support (salary) - extra duty 2000-2999: Classified Personnel Salaries LCFF 4,000 Bilingual support (benefits/fringes) - extra duty 3000-3999: Employee Benefits LCFF 1,000	Bilingual support (salary) 2000-2999: Classified Personnel Salaries LCFF 52,840 Bilingual support (benefits/fringes) 3000-3999: Employee Benefits LCFF 36,017 Bilingual support (salary) - extra duty 2000-2999: Classified Personnel Salaries LCFF 3000 Bilingual support (benefits/fringes) - extra duty 3000-3999: Employee Benefits LCFF 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Bubbling Wells will assign a bilingual paraprofessional, under the direction of the TOSA, to small group intervention of the EL target group.	During the 2024–2025 school year, Bubbling Wells assigned a bilingual paraprofessional to provide targeted small group intervention for English Learners, under the direction and guidance of the site's TOSA. The paraprofessional supported language development and literacy instruction by reinforcing key skills introduced during core instruction and offering additional scaffolding in students' primary language when appropriate. This targeted support helped address individual learning needs and contributed to improved access to academic content.	Bilingual intervention support (salary) 2000-2999: Classified Personnel Salaries LCFF 6,215 Bilingual intervention support (benefits) 3000-3999: Employee Benefits LCFF 4000	Bilingual intervention support (salary) 2000-2999: Classified Personnel Salaries LCFF 6,215 Bilingual intervention support (benefits) 3000-3999: Employee Benefits LCFF 4000

Analysis

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

During the 2024–2025 school year, Bubbling Wells Elementary successfully implemented a comprehensive set of strategies aimed at improving academic achievement, increasing student engagement, and supporting the needs of diverse learners. Key actions included enriching student learning through real-world experiences such as field trips and assemblies, expanding access to small group interventions through paraprofessional support, and providing high-quality instructional materials to enhance lesson delivery. Teachers engaged in regular data-driven collaboration and professional development focused on evidence-based practices, which fostered a schoolwide culture of continuous improvement. Bilingual personnel played a vital role in supporting English Learners through direct instruction and strengthened home-school communication. Across all initiatives, progress monitoring tools—including STAR, BPST, and CBMs—were used to assess student growth, guide instructional adjustments, and inform intervention decisions. Collectively, these actions were effectively implemented and contributed to greater instructional alignment, increased student access to support, and improved academic engagement, particularly among targeted student groups such as English Learners and Students with Disabilities.

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

While the majority of planned strategies were implemented as intended, a few adjustments were made during the year due to staffing limitations and shifts in student needs. Some paraprofessional support hours were reallocated to higher-need grade levels based on mid-year data reviews, and one planned field trip was postponed due to transportation scheduling conflicts. Additionally, slight budget adjustments were made to instructional materials to prioritize supplemental

resources for literacy intervention. These changes did not significantly impact overall goal implementation but reflected responsive site-level decision-making to better meet student needs.

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.

As a result of the 2024–2025 implementation analysis, several refinements will be made to strengthen the effectiveness of this goal in the 2025–2026 SPSA. Strategies will be expanded to include more targeted supports for Students with Disabilities and English Learners, including dedicated collaboration time between general and special education staff, and increased use of structured ELD strategies. Attendance metrics will also be added to monitor chronic absenteeism more closely, particularly for Homeless, SED, and EL student groups. Additionally, the school will refine its intervention schedule to ensure more consistent access to small group instruction across all grade levels. These updates can be found in Goal 1, Actions 1.1, 1.3, and 1.5 of the revised SPSA.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Bubbling Wells will collaborate with families and community partners to further develop the connection between home and school while promoting and supporting student success that reflect the current needs of our students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 100 responses on Panorama /LCAP survey	Parent Participation in Stakeholder Input Processes - 15 responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Knowledge and Fairness of Discipline, Rules, and Norms- 87% Sense of Belonging (School Connectedness)- 90% Climate of Support for Academic Learning- 95% Safety- 87% LCAP- 93%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 67% Hispanic (Hisp) - 67%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 90% African American (AA) - no data reported due to confidentiality	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 73% Hispanic (Hisp) - 72%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events: Unknown.	Number of Parent Attendees attending 1 or more site/parent center sponsored events: Unknown.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
If administration and school staff collaborate with families and community groups, it benefits students and the community. This proactive involvement of parents and community members enhances their support for student learning and cultivates a more supportive learning environment. Through this, we empower parents with the knowledge and skills to effectively support their children's education, further strengthening the home-school connection and promoting ongoing academic success and growth for students. Monitoring Metric: The effectiveness of this action will be monitored through the attendance of family members at school events/activities, family surveys and panorama survey results.	During the 2024–2025 school year, Bubbling Wells administration and staff collaborated with families and community partners to strengthen support for student learning and build a more inclusive school environment. The school hosted multiple family engagement events, parent workshops, and informational meetings designed to equip families with tools and strategies to support their children's academic and social-emotional development. These efforts helped reinforce the home-school connection and fostered a stronger sense of community involvement in student success.	School Connectedness - Extra duty to support family engagement in learning and activities (salary/fringes) 2000-2999: Classified Personnel Salaries LCFF 3,000 Subscriptions to enhance communication & reprographics (ie SMORE, CANVA, reprographics, etc.) 4000-4999: Books And Supplies LCFF 1,000 Materials and Supplies to support support family engagement in learning and activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,000 Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester) 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,657	School Connectedness - Extra duty to support family engagement in learning and activities (salary/fringes) 2000-2999: Classified Personnel Salaries LCFF 2,405 Subscriptions to enhance communication & reprographics (ie SMORE, CANVA, reprographics, etc.) 4000-4999: Books And Supplies LCFF 995 Materials and Supplies to support support family engagement in learning and activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 867 Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester) 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,485

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
If we offer opportunities for parents to communicate and collaborate with school personnel supporting their students, then we can ensure comprehensive support and facilitate meaningful collaboration between educators and parents. This approach aims to strengthen the partnership between home and school, leading to better-informed decisions and tailored support for students, ultimately enhancing their academic achievement and overall well-being. Monitoring Metric: The effectiveness of this action will be monitored through the attendance of teachers and family members at these types of meetings that focus on meeting individual student needs.	Throughout the 2024–2025 school year, Bubbling Wells Elementary provided multiple opportunities for parents to communicate and collaborate with school personnel through parent-teacher conferences, IEP and SST meetings, and regular school-to-home communication.	Substitutes to provide release time for parent/teacher collaborative meetings (ie SST, IEP, SART, Behavior and other team meetings) focused on meeting individual student needs 5000-5999: Services And Other Operating Expenditures LCFF 19,840	Substitutes to provide release time for parent/teacher collaborative meetings (ie SST, IEP, SART, Behavior and other team meetings) focused on meeting individual student needs 5000-5999: Services And Other Operating Expenditures LCFF 24,000
If we implement systems for students to use organizational strategies and supplemental tools that encourage positive study habits within the school environment, we can empower students to take charge of their learning and boost accountability. Training parents in these systems and encouraging involvement strengthens the home/school connection and promotes skills transferable to other grade levels and/or school settings. This approach seeks to improve communication between home and	During the 2024–2025 school year, Bubbling Wells implemented systems to help students develop organizational skills and positive study habits, including the use of planners, goal-setting tools, and classroom routines that promoted responsibility and academic ownership. Teachers reinforced these strategies through daily structures and check-ins, while parents were provided guidance during conferences and family engagement events to support these habits at home. These efforts improved student	Materials & Supplies to assist students & families. 4000-4999: Books And Supplies LCFF 1,000 Materials & Supplies to assist students & families. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 313	Materials & Supplies to assist students & families. 4000-4999: Books And Supplies LCFF 801 Materials & Supplies to assist students & families. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
school while fostering students' organizational skills and accountability, ensuring habits that consistently support their academic success. Monitoring Metric: The effectiveness of this action will be monitored through student use of the established organizational strategies and increased home/school communication.	accountability, strengthened the home-school connection, and supported consistent academic behaviors across grade levels.		

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
During the 2024–2025 school year, Bubbling Wells Elementary successfully implemented systems to support student organization, study habits, and academic accountability, with teachers reinforcing these skills daily and families encouraged to support them at home. The school offered regular opportunities for parents to collaborate with educators through conferences, IEPs, SSTs, and consistent communication, ensuring individualized student support. In addition, family engagement events and workshops strengthened partnerships with the community and empowered parents with strategies to support their children's learning. These combined efforts fostered a stronger home-school connection and contributed to a more inclusive, supportive environment that promoted student success.
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 between the intended implementation and the actual strategies/activities carried out to meet the articulated goal. All planned parent engagement opportunities, organizational support systems for students, and collaboration with community partners were fully implemented as intended. Budgeted expenditures were used as planned to support family workshops, communication tools, and student materials that reinforced study habits and home-school connections.
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.
No changes will be made to this goal, the annual outcomes, metrics, or strategies/activities as a result of this analysis. The implemented actions effectively supported student organization, family engagement, and strong home-school partnerships, contributing to a positive impact on student learning and well-being. All current components of this goal will remain in place for the 2025–2026 SPSA and can be found in the corresponding goal section of the plan.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

At Bubbling Wells, our goal is to establish a nurturing learning environment that prioritizes all students' physical and emotional well-being. We recognize the crucial link between attendance and academic success. Our school is committed to delivering instruction while consistently supporting and reinforcing the development of respectful, responsible, and safe behavior among all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 91%				Student Attendance Rates All Students (ALL) - 91.7%			
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Red	40.7% Chronically Absent	Decrease -3 points	All	 Yellow	37.6% Chronically Absent	Declined 6.1
	EL	Red	38.5% Chronically Absent	Decrease -3 points	EL	 Yellow	34.3% Chronically Absent	Declined 7.1
	Hisp	Red	40.2% Chronically Absent	Decrease -3 points	Hisp	 Yellow	38% Chronically Absent	Declined 5.1
	SED	Red	40.6% Chronically Absent	Decrease -3 points	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy
	SWD	Red	50.8% Chronically Absent	Decrease -3 points	SED	 Yellow	37.6% Chronically Absent	Declined 6
					SWD	 Red	56.4% Chronically Absent	Increased 2.6
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Orange	1.4% suspended at least one day	Decrease 0.3	All	Green	0.9% suspended at least one day	Declined 0.8%
					EL	Green	0.6% suspended at least one day	Declined 0.9%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Students with Disabilities (SWD)	EL	Orange	1.2% suspended at least one day	Decrease 0.3	Hisp	Green	0.6% suspended at least one day	Declined 0.9%
	Hisp	Orange	1.2% suspended at least one day	Decrease 0.3	AA	No Performance Color	0% suspended at least one day	Maintained 0%
	SED	Orange	1.5% suspended at least one day	Decrease 0.3	SED	Green	0.9% suspended at least one day	Declined 0.8%
	SWD	Green	2.2% suspended at least one day	Decrease 0.3	SWD	Green	0.8% suspended at least one day	Declined 1.6%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety Baseline Data: All students: 70% EL: 70% AA: NA (not enough for a subgroup) Hisp: 70% SED: 70%				Panorama Survey - School Safety All students: 65% EL: 60% AA: NA (not enough for a subgroup) Hisp: 65% SED: 47%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%				Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 75% EL: 68% AA: NA (not enough for a subgroup) Hisp: 75% SWD: 72%				Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 68% EL: 66% AA: NA (not enough for a subgroup) Hisp: 69% SWD: 65%			
Panorama Survey – School Connectedness All Students (ALL)	Panorama Survey - School Connectedness (support for learning) Baseline Data:				Panorama Survey - School Connectedness (support for learning) Baseline Data:			

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner (EL) Hispanic (Hisp) African American (AA)	All students: 75% EL: 68% AA: 80% Hisp: 75% SWD: 70%	All students: 67% EL: 64% AA:NA (not enough for a subgroup) Hisp: 67% SWD: 67%
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results	Williams Facilities Inspection Results - zero negative findings.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
If all staff receive training and consistently use evidence-based SEL lessons and practices (a combination of Second Step, Pyramid of Success, Restorative Practices, and Capture Kids Hearts practices) to teach and reinforce expectations, we establish a positive school climate and support students' emotional well-being. This comprehensive approach, along with tiered interventions and support for struggling students, aims to create a nurturing environment that enhances students' social-emotional development and academic success. Monitoring Metrics: The effectiveness of this professional development will be assessed through the following measures: the attendance of teachers at	During the 2024–2025 school year, all staff received training in evidence-based SEL programs, including Second Step, Pyramid of Success, Restorative Practices, and Capturing Kids' Hearts. These practices were consistently integrated into daily routines and classroom instruction to teach, model, and reinforce positive behavior and schoolwide expectations. The school implemented a tiered system of SEL support, providing additional interventions for students requiring more targeted assistance. These efforts contributed to a more positive and supportive school climate, strengthened student relationships, and supported both emotional well-being and academic readiness.	SEL/CKH/PBIS Materials & Recognition to enhance a positive learning environment (including PBIS Rewards system for tracking) 4000-4999: Books And Supplies LCFF 3,000 Materials & Visual Supports to teach and enhance a positive learning environment 4000-4999: Books And Supplies LCFF 1,500	SEL/CKH/PBIS Materials & Recognition to enhance a positive learning environment (including PBIS Rewards system for tracking) 4000-4999: Books And Supplies LCFF 3,164 Materials & Visual Supports to teach and enhance a positive learning environment 4000-4999: Books And Supplies LCFF 1,300

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
professional development days dedicated to their professional development, the decrease in student referrals and suspensions.			
If we allocate additional personnel and support to ensure consistent student supervision on campus during less structured activities, then we can uphold social and behavioral expectations, thereby enhancing student safety and overall well-being. This increased supervision creates a secure environment and cultivates a positive learning atmosphere, which in turn translates to improved focus on learning in the classroom. Monitoring Metrics: The effectiveness of this action will be monitored through a decrease in repetitive staff managed referrals and the need for higher level admin referrals.	In 2024–2025, additional personnel were allocated to provide consistent supervision during less structured times such as recess, lunch, and arrival/dismissal. This increased adult presence supported the enforcement of behavioral expectations, contributed to a safer and more structured campus environment, and reduced disruptions during unstructured periods. As a result, students returned to classrooms more focused and ready to learn, contributing to a more positive school climate and overall well-being.	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 39,008 Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 15,230 Extra duty coverage (salary & benefits) 2000-2999: Classified Personnel Salaries LCFF 4,000	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 39,008 Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 15,230 Extra duty coverage (salary & benefits) 2000-2999: Classified Personnel Salaries LCFF 3,754
If we offer additional Mental Health Services for students identified as at-risk through the MTSS process, we can improve social-emotional support and strategies to enhance positive behavior, emotional well-being, and overall focus on learning. This action supplements existing services and provides students with social-emotional skills to cultivate a classroom	These actions were implemented during the 2024/2025 school year.	Contract MH services through JFS to provide approximately 2 additional days weekly throughout the year 5800: Professional/Consulting Services And Operating Expenditures Title I 30,000.00	Contract MH services through JFS to provide approximately 2 additional days weekly throughout the year 5800: Professional/Consulting Services And Operating Expenditures Title I 30,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
environment conducive to high-level learning. It also strengthens referred students' overall connection with the school. Monitoring Metrics: The effectiveness of this action will be monitored through referral data and pre/post-assessment data. This data will be monitored by the SEL team for pre/post growth on a regular basis (twice per trimester) with data determining continuing supports or fading support as needed.			
If we continue training & developing schoolwide processes for Capturing Kids Hearts, we aim to enhance a positive learning environment while strengthening school connectedness, reducing discipline referrals, increasing attendance, decreasing negative behaviors, and improving academic performance. Using the CKH EXCEL teaching model, educators can create safe and effective learning environments, develop self-managing, high-performing classrooms, and utilize team-building skills and Social Contract techniques to address conflict, negative behavior, and disrespect issues. This is the second year of this district-funded program, and	These actions were implemented during the 2024/2025 school year.	Stipends to attend 1-day training provided by district/site process champions & collaboration opportunities (salary/fringes) 1000-1999: Certificated Personnel Salaries LCFF 6,000	Stipends to attend 1-day training provided by district/site process champions & collaboration opportunities (salary/fringes) 1000-1999: Certificated Personnel Salaries LCFF 4,583

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
district funds will continue to fund training and salaries. The site will fund additional support to supplement the basic training/coaching program the district provides. Monitoring Metrics: The effectiveness of this action will be monitored through the CKH staff, student, and family surveys that are given three times a year. Process champions will analyze the results of those surveys and establish short-term goals for the next steps in the process for students, staff, and families.			
If we offer additional behavior support for tier 2/3 students who struggle to meet schoolwide expectations and disrupt the learning environment, then we can effectively address behavior issues and support overall student learning. By targeting the goals identified through the data-based MTSS process to address the functions of the behavior, we can tailor opportunities for learning positive behavior skills to meet student needs. This includes focusing on proactive social skills during classroom and recess activities. Monitoring Metrics: The effectiveness of this action will be monitored through referral data	These actions were implemented during the 2024/2025 school year. Paraprofessional Behavior support was utilize throughout campus for general education students. Paraprofessional Behavior collaborated daily with the school counselor and weekly with the Mental Health provider and Social Worker to be proactive and support positive student behavior.	Paraprofessional Behavior support (7hour) - salary 2000-2999: Classified Personnel Salaries Title I 38,753 Paraprofessional Behavior support (7hour) - fringes 3000-3999: Employee Benefits Title I 32,200	Paraprofessional Behavior support (7hour) - salary 2000-2999: Classified Personnel Salaries Title I 38,753 Paraprofessional Behavior support (7hour) - fringes 3000-3999: Employee Benefits Title I 32,200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and the pre/post assessment data. This data will be monitored by the behavior team for pre/post growth on a regular basis (twice per trimester) with data determining continuing supports or fading support as needed.			
Bubbling Wells will implement a Saturday School to enhance student learning and provide targeted support for academic improvement.	4 days of Saturday School were offered with an average of 100 students attending each time.	Saturday School 4000-4999: Books And Supplies Title I 3026	Saturday School 4000-4999: Books And Supplies Title I 3000

Analysis

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

During the 2024–2025 school year, Bubbling Wells Elementary implemented a multi-tiered approach to social-emotional learning and school climate, including staff training in SEL programs such as Second Step, Pyramid of Success, Restorative Practices, and Capturing Kids’ Hearts. Increased supervision during unstructured times and the addition of behavior support paraprofessionals helped reinforce expectations, reduce incidents, and promote a safe and positive learning environment. Mental health services and targeted SEL interventions were provided for at-risk students through the MTSS process, strengthening emotional support and student connectedness. CKH continued to be a central framework for schoolwide relationship-building and classroom management, with additional site-based support layered onto district-funded training. The addition of Saturday School and its strong student turnout further demonstrated the school’s commitment to academic engagement and consistent student support.

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 between the intended implementation and the actual strategies carried out; however, supplemental site funds were used to expand support beyond what was originally budgeted through district funding. While the district funded baseline Capturing Kids’ Hearts training and SEL staff salaries, the school site allocated additional resources to enhance coaching, provide targeted behavioral paraprofessional support, and extend SEL efforts, including Saturday School and increased mental health services. These adjustments allowed the site to strengthen and sustain a more comprehensive approach to improving school climate and student well-being.

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.

No changes will be made to this goal, its annual outcomes, metrics, or strategies/activities as a result of this analysis. The current strategies have been effectively implemented and continue to align with site priorities for improving school climate, student well-being, and academic readiness. The existing goal and associated actions will remain in place for the 2025–2026 SPSA and can be found in the corresponding goal section of the plan.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

DATA

All Students
According to the 2024 CA School Dashboard, Bubbling Wells overall school performance is at the Low-performance level in ELA and maintaining in Math. BWES has an overall score 73.4 points below standard in ELA and we are 90.1 points below standard in Math. Our ELA scores declined from the 2023/2024 school year and demonstrate a need to focus on continuous improvement in both first instruction and intervention support for ELA. Since our math scores have maintained and we didn't make growth, continuous improvement in first instruction for math is also a focus.

EL's
BWES has a population of approximately 35% English Learners. 36.7% of our EL students progressed at least on ELPI level. In ELA, our ELs are 95.4 points below standard, compared to all students, who are 73.4 points below standard. In math, our ELs are 99.9 points below standard, compared to all students, who are 90.1 points below standard. Our Reclassified English learners are 5.8 points above standard in ELA and -9.1 points above standard in Math. Our RFEP students are performing better than all of our other subgroups. In the Spring of 2025, we reclassified 14 EL students as Fluent English Proficient. A continued area of growth for BWES is strengthening the consistent implementation of curriculum and evidence-based instructional practices to better support the success of our English Learners.

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

ELA

3rd	25% of students Proficient
4th	25.5% of students Proficient
5th	23.6% of students Proficient

Math

3rd 24.2% of students Proficient
4th 17.2% of students Proficient
5th 9.8% of students Proficient

STAR test from the Winter Benchmark 2025

(Results show the percentage of students who scored at or above district proficiency)

READING

All Students

3rd 44.2%
4th 43.1%
5th 38.6%

EL subgroup 21.3%

SWD subgroup 15%

MATH

All Students

3rd 32.7%
4th 31.4%
5th 27.9%

EL subgroup 18.2%

SWD subgroup 8.8%

Overall Academic Proficiency (SBAC):

ELA and Math SBAC proficiency rates across grades 3–5 remain low, with fewer than 26% of students meeting or exceeding standards in any subject or grade level.

Math achievement is particularly concerning, with proficiency dropping to just 9.8% in Grade 5, indicating a need for intensified math instruction, especially in upper grades.

Subgroup Performance Gaps (STAR):

English Learners (ELs) and Students with Disabilities (SWD) show significantly lower performance than the overall student population in both reading and math:

Only 21.3% of ELs and 15% of SWDs are proficient in Reading.

Just 18.2% of ELs and 8.8% of SWDs are proficient in Math.

These gaps highlight the need for enhanced differentiation, targeted intervention, and culturally/linguistically responsive instruction.

Reading Achievement (STAR):

While STAR Reading scores are stronger than SBAC, less than half of students in grades 3–5 are meeting district proficiency benchmarks, suggesting a need to reinforce foundational literacy and comprehension strategies, particularly in upper grades.

Math Achievement Across All Grades (STAR and SBAC):

Math proficiency is consistently low across all grade levels and data sources, indicating a systemic need to improve Tier 1 math instruction, conceptual understanding, and intervention support.

Strategic Alignment SMART Goals:

ELA: By the end of the 2025-2026 school year, Bubbling Wells will increase the percentage of BOY to EOY STAR Early Literacy for K-2 scoring at/above grade level from 38.9% to 53.9% and STAR Reading for 3rd-5th grades will increase the percentage of BOY to EOY scoring at/above grade level from 42.2% to 57.2%.

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

English Learners: By the end of the 2025-2026 school year, the percentage of English Learner (EL) students advancing at least one proficiency band on the ELPI will increase from 36.7% to 42%.

IDENTIFIED NEEDS:

1. Improve Tier 1 Instruction in ELA and Math

SBAC scores remain significantly below standard in both ELA (-73.4 points) and Math (-90.1 points), with less than 26% of students meeting proficiency in any grade.

Math scores in 5th grade are critically low (9.8% proficiency), indicating an urgent need for strengthened math instruction, particularly in upper grades.

ELA proficiency also declined compared to the previous year, highlighting a need for more effective Tier 1 literacy practices, including comprehension and vocabulary instruction.

2. Accelerate Academic Growth for English Learners (ELs)

ELs are performing far below the “All Students” group in both ELA (-95.4 points) and Math (-99.9 points).

Only 36.7% of EL students advanced one ELPI level, which falls below the desired growth trajectory.

Only 21.3% of ELs scored proficient in STAR Reading, and 18.2% in STAR Math.

There is a clear need for consistent implementation of designated and integrated ELD, culturally responsive teaching, and scaffolds that support content access.

3. Close Performance Gaps for Students with Disabilities (SWDs)

Only 15% of SWDs scored proficient in STAR Reading and 8.8% in STAR Math.

SWD performance remains significantly below their peers, with limited progress in literacy.

There is a need to increase targeted reading and math interventions aligned to IEP goals, as well as support inclusive practices within Tier 1 instruction.

4. Increase Effectiveness of Interventions and Progress Monitoring

Across both STAR and SBAC, fewer than half of students are meeting proficiency expectations, suggesting that existing intervention models need to be more impactful.

There is a need to tighten the use of progress monitoring tools (STAR, BPST, CBMs) to inform timely instructional adjustments and support exit criteria or referral to SST.

5. Strengthen Early Literacy Foundations

STAR Reading proficiency rates decline from grade 3 (44.2%) to grade 5 (38.6%), showing weakening reading performance over time. Reinforcement of phonics, fluency, and comprehension strategies is needed, particularly in grades K–2, to ensure readiness for grade 3 and beyond.

6. Enhance Math Conceptual Understanding Across Grades

Math proficiency continues to lag in both SBAC and STAR, with conceptual understanding, number sense, and problem-solving identified as key instructional areas for development.

Professional learning and resources focused on math discourse, manipulatives, and academic vocabulary are needed.

7. Support Reclassification and Long-Term EL Success

While RFEP students are outperforming all other subgroups (e.g., +5.8 in ELA), only 14 students were reclassified in 2025, suggesting a need to increase reclassification rates through improved instructional supports and EL progress tracking.

8. Ensure Equitable Access to High-Quality Instructional Materials

Teachers continue to need supplemental materials and technology resources to differentiate instruction and engage students, particularly for EL and SWD subgroups.

9. Prioritize Professional Development Aligned to Data

Teacher collaboration and PD should focus on differentiated instruction, small-group strategies, ELD best practices, and inclusive instruction aligned to student data.

10. Promote Instructional Consistency and Curriculum Fidelity

There is a documented need to ensure consistent implementation of adopted curriculum and instructional frameworks, especially in supporting ELs and intervention alignment.

Measuring and Reporting Results

Metric/Indicator

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)

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Red	73.4 points below standard	Declined 4.3 points
EL	 Red	95.4 points below standard	Declined 4.1 points
Hisp	 Red	72.0 points below standard	Declined 7.0 points
AA	 No Performance Color		Less than 11 Students

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Orange	70.4 points below standard	+3 points
EL	Orange	92.4 points below standard	+3 points
Hisp	Orange	69.0 points below standard	+3 points
AA	No Performance Color		Less than 11 Students
SED	Orange	72.9 points below standard	+3 points
SWD	Yellow	142.4 points below standard	+3 points

Metric/Indicator**Baseline****Expected Outcome**

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SED	 Red	75.9 points below standard	Declined 7.0 points
SWD	 Orange	145.4 points below standard	Increased 6.8 points

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California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Orange	90.1 points below standard	Maintained 0.3 points
EL	 Orange	99.9 points below standard	Increased 5.2 points
Hisp	 Orange	87.6 points below standard	Maintained 0.5 points
AA	 No Performance Color		Less than 11 Students
SED	 Orange	91.3 points below standard	Maintained 1.9 points
SWD	 Orange	151.9 points below standard	Increased 6.2 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	90.1 points below standard	+3 points
EL	Yellow	99.9 points below standard	+3 points
Hisp	Yellow	87.6 points below standard	+3 points
AA	No Performance Color		Less than 11 Students
SED	Yellow	91.3 points below standard	+3 points
SWD	Yellow	151.9 points below standard	+3 points

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

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 9.52% of Students Met or Exceeded the California Science Test

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 15% of Students Met or Exceeded the California Science Test

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	36.7%	2 6.6

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 42.1%
KN - 0%
1st - 0%
2nd - 0%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -
KN - 0%
1st - 0%
2nd - 0%

Metric/Indicator	Baseline	Expected Outcome
	3rd - 6.2% 4th - 17.8% 5th - 24.8%	3rd - 10% 4th - 20% 5th - 30%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results 23.48% Met or Exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results 30% Met or Exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance- 100% Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Williams Textbook/Materials Compliance

Planned Strategies/Activities

Strategy/Activity 1

BWES will provide student engagement and enrichment opportunities, such as field trips, guest speakers, and assemblies, to deepen understanding of academic standards through real-world connections. These experiences aim to boost academic achievement, increase attendance, and reduce chronic absenteeism, with progress monitored through local and state assessments.

Homeless students are supported through coordinated case management and access to academic interventions as part of this strategy. Staff collaborate with district and community liaisons to ensure students facing housing instability receive consistent support, including prioritization for small-group instruction, counseling services, and check-ins. Attendance interventions are also used to reduce barriers and increase school engagement for homeless youth.

Monitoring Metrics: The effectiveness of this action will be monitored by increasing daily attendance and decreasing chronic absenteeism while promoting academic achievement through authentic engagement and application of acquired skills. Student academic performance improvement based on progress monitoring using local and state assessment results will also be measured.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, TOSA and teachers.

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Student engagement and enrichment opportunities (TK/5th)

Strategy/Activity 2

Assign classroom paraprofessional aides to deliver targeted Tier 2 and Tier 3 literacy interventions focused on foundational reading skills, enabling students to strengthen core competencies and successfully access Tier 1 grade-level instruction. This approach supports improved proficiency in English Language Arts and promotes literacy development across all subject areas.

Monitoring Metrics: Students scoring at or near the intensive level in reading will be provided guided reading support. Priority will be given to English Learners. A master schedule will be created to allow Students with Disabilities to receive their pull-out services during this time to attempt missing core instruction. Students who attend reading intervention will be closely monitored through local progress monitoring tools—for progress and growth to be exited out of the program or to go through the SST process.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Low Income
- ☒ All
- ☒ Specific Student Groups:
Students in Intensive and Strategic Guided Reading Leveled groups and/or identified through SSTs

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Admin, TOSA and Reading Intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount	22,953
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional support (salary)
Amount	9,260
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional support (fringe & benefits)

Strategy/Activity 3

Facilitate collaborative planning using current student data to develop and implement evidence-based instructional practices that address diverse learning needs. Support both horizontal and vertical collaboration to ensure instructional alignment, effective progress monitoring, and responsive teaching that supports all students, including those in at-risk subgroups.

This strategy also supports Homeless students by providing access to supplemental instructional time, mentoring, and case-managed referrals for academic and emotional support. Staff monitor participation and tailor outreach to increase engagement.

Monitoring Metrics: The effectiveness of this action will be monitored by tracking the number of days teachers are released for these targeted professional development activities and meetings. We will also use STAR data and specific monitoring tools to track student achievement tied to professional development and collaboration.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrators, TOSA and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6000
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Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated stipends/extra duty for collaboration & planning evidence based strategies
Amount	5,935
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time/substitutes- Data Analysis & UDL collaboration & planning (targeted student groups)
Amount	13,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development & Collaboration - stipends for professional development/collaboration on effective instructional strategies targeting areas for growth

Strategy/Activity 4

Provide teachers with access to supplemental instructional materials and supplies to support the implementation of effective, engaging, and differentiated instructional plans. These resources will enhance student participation, expand access to learning, and promote academic achievement through diverse and technology-supported learning experiences.

Monitoring Metrics: The effectiveness of this strategy will be measured by student academic performance improvement using local and state assessment results.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	34,870
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional materials and supplies to enhance instruction in core content areas

Strategy/Activity 5

Identify and target specific areas for professional growth aligned with evidence-based instructional practices, providing ongoing professional development that supports collaborative planning, data-driven instruction, and continuous improvement. This approach strengthens teacher expertise, promotes instructional consistency, and fosters a schoolwide culture of learning that benefits both educators and students.

Monitoring Metrics: The effectiveness of this strategy will be measured by student academic performance improvement using progress monitoring assessments and both local and state assessment results.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administrator, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Consultants and other professional development opportunities aligned with evidence-based instructional practices
Amount	8,000
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and trainings aligned with evidence-based instructional practices to increase academic success

Strategy/Activity 6

If we assign bilingual personnel to support teachers, students, and families with additional interventions and supports in language and literacy development, communication/translation, and further strategies with scaffolds for the primary language, then we affirm and build on students' prior knowledge and language skills to develop academic proficiency. This also enhances the home/school connection, supporting students to succeed academically. Ultimately, this assistance improves proficiency in all content areas while creating a more inclusive and supportive learning environment for all students.

Monitoring Metrics: The effectiveness of this action will be measured through progress monitoring of small group instruction and the growth students demonstrate on STAR assessment data and ELPAC scores.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Specific Student Groups:
Intensive and Strategic leveled reading groups

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	29,266.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual support (salary)
Amount	19,366
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Description	Bilingual support (benefits/fringes)
Amount	4,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional Bilingual support (salary) - extra duty (translation)
Amount	1,000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional Bilingual support (benefits/fringes) - extra duty

Strategy/Activity 7

Bubbling Wells will assign a bilingual paraprofessional to provide targeted small group interventions for English Learner (EL) students, under the guidance of the Reading Intervention TOSA. The paraprofessional will deliver differentiated support based on identified areas of need to help accelerate student progress.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Admin TOSA Bilingual paraPROFESSIONAL

Proposed Expenditures for this Strategy/Activity

Amount	6,215
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Bilingual intervention support (salary)
Amount	4000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual intervention support (benefits)

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Bubbling Wells will collaborate with families and community partners to further develop the connection between home and school while promoting and supporting student success that reflect the current needs of our students.

LCAP Goal

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

Identified Need

1. Only 15 families responded to the Panorama Survey, which is one of our primary metrics for this goal.
2. Families are less engaged in after-school activities compared to prior years. More significant social events (Fall Festival, Movie Night, etc.) have successfully connected with the community and encouraged family involvement.
3. Staff needs assistance with more translation services to increase the ongoing communication between schools and families.
4. Intermediate students continue to struggle with developing independence, perseverance, and productive struggle because of the holes they are still experiencing from interrupted learning in their earlier school years.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 55 responses on Panorama /LCAP survey	Parent Participation in Stakeholder Input Processes - 15 responses on Panorama /LCAP survey.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Knowledge and Fairness of Discipline, Rules, and Norms- 86% Sense of Belonging (School Connectedness)- 89% Climate of Support for Academic Learning- 93% Safety- 86% LCAP- 92%	Family School Connectedness via Panorama Family Climate Survey Knowledge and Fairness of Discipline, Rules, and Norms- 87% Sense of Belonging (School Connectedness)- 90% Climate of Support for Academic Learning- 95% Safety- 87% LCAP- 93%

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 93% Hispanic (Hisp) - 89% African American (AA) - no data reported due to confidentiality	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 90% African American (AA) - no data reported due to confidentiality
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 200	Unknown. Did not have metric to measure.

Planned Strategies/Activities

Strategy/Activity 1

Promote collaboration between school staff, families, and community partners to strengthen the home-school connection, empower parents to support student learning, and foster a more inclusive and supportive educational environment. This partnership enhances student success by building shared responsibility for academic growth and well-being.

Monitoring Metric: The effectiveness of this action will be monitored through the attendance of family members at school events/activities, family surveys and panorama survey results.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, TOSA, Teachers and all school staff

Proposed Expenditures for this Strategy/Activity

Amount

3,000

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	School Connectedness - Extra duty to support family engagement in learning and activities (salary/fringes)
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Subscriptions to enhance communication & reprographics (ie SMORE, CANVA, reprographics, etc.)
Amount	1,062
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies to support support family engagement in learning and activities
Amount	1,468
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester)

Strategy/Activity 2

Provide ongoing opportunities for parents to communicate and collaborate with school staff to strengthen home-school partnerships, support shared decision-making, and ensure students receive coordinated and personalized support that promotes academic success and overall well-being.

Monitoring Metric: The effectiveness of this action will be monitored through the attendance of teachers and family members at these types of meetings that focus on meeting individual student needs.

Students to be Served by this Strategy/Activity

☒

All

☒

Specific Student Groups:

Homeless, Chronic Absentees, Students struggling academically, socially, emotionally and/or behaviorally.

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, school staff, parents

Proposed Expenditures for this Strategy/Activity

Amount	19,840
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitutes to provide release time for parent/teacher collaborative meetings (ie SST, IEP, SART, Behavior and other team meetings) focused on meeting individual student needs

Strategy/Activity 3

Implement schoolwide systems that teach and support student use of organizational strategies and study tools to promote responsibility, accountability, and academic success. Engage families through training and communication to reinforce these habits at home, strengthening the home-school connection and supporting students' long-term learning behaviors across grade levels.

Monitoring Metric: The effectiveness of this action will be monitored through student use of the established organizational strategies and increased home/school communication.

Students to be Served by this Strategy/Activity

☒ Specific Student Groups:
4th and 5th grade students and families.

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, school staff, parents

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials & Supplies to assist students & families.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain a Healthy and Safe Learning Environment

Goal Statement

At Bubbling Wells, our goal is to establish a nurturing learning environment that prioritizes all students' physical and emotional well-being. We recognize the crucial link between attendance and academic success. Our school is committed to delivering instruction while consistently supporting and reinforcing the development of respectful, responsible, and safe behavior among all students.

LCAP Goal

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

Identified Need

The attendance rate for this school year is 91.7%, reflecting a 1.9% increase from last year. Our goal is to reach a 93% attendance rate as we work toward restoring pre-pandemic levels and making continued progress.

Chronic absenteeism stands at 31%—a 10.2% decrease from the previous year. While this is a positive trend, it remains a significant area of concern.

According to the Panorama Survey, 65% of students reported feeling safe at school, while 68% responded favorably regarding the fairness and clarity of discipline, rules, and norms. Additionally, 67% of students reported feeling connected to the school, indicating a generally supportive climate for academic learning.

We continue to see a rise in trauma and social-emotional challenges among students, which are affecting their social skills, behavior, attendance, and ability to focus in class.

While the use of alternative disciplinary approaches has increased, suspensions have also risen by 2.1%. We remain committed to working closely with individual students and families to reduce suspensions and are proud to maintain a 0% expulsion rate.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																
Student Attendance Rates All Students (ALL)	Student Attendance Rates 88.3% Average Daily Attendance as of May 4, 2023	Student Attendance Rates All Students (ALL) - 91%																
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td colspan="4"></td></tr></table>	St. Group	Color	DFS/Percentage	Change					<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>37.1% Chronically Absent</td><td>Decline -0.5</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	37.1% Chronically Absent	Decline -0.5
	St. Group	Color	DFS/Percentage	Change														
St. Group	Color	DFS/Percentage	Change															
All	Green	37.1% Chronically Absent	Decline -0.5															

Metric/Indicator	Baseline				Expected Outcome			
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	37.6% Chronically Absent	Declined 6.1	EL	Green	33.8% Chronically Absent	Decline -0.5
	EL	Yellow	34.3% Chronically Absent	Declined 7.1	Hisp	Green	37.5% Chronically Absent	Decline -0.5
	Hisp	Yellow	38% Chronically Absent	Declined 5.1	AA	No Performance Color		Decline -0.5
	AA	No Performance Color		Fewer than 11 students - data not displayed for privacy	SED	Green	37.1% Chronically Absent	Decline -0.5
	SED	Yellow	37.6% Chronically Absent	Declined 6	SWD	Orange	55.9% Chronically Absent	Decline -0.5
	SWD	Red	56.4% Chronically Absent	Increased 2.6				
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	0.9% suspended at least one day	Declined 0.8%	All		0.9% suspended at least one day	Maintain 0.0%
	EL	Green	0.6% suspended at least one day	Declined 0.9%	EL		0.6% suspended at least one day	Maintain 0.0%
	Hisp	Green	0.6% suspended at least one day	Declined 0.9%	Hisp		0.6% suspended at least one day	Maintain 0.0%
	AA	No Performance Color	0% suspended at least one day	Maintained 0%	AA		0% suspended at least one day	Maintain 0.0%
	SED	Green	0.9% suspended at least one day	Declined 0.8%	SED		0.9% suspended at least one day	Maintain 0.0%
	SWD	Green	0.8% suspended at least one day	Declined 1.6%	SWD		0.8% suspended at least one day	Maintain 0.0%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety Baseline Data: All students: 56% EL: *57% AA: NA (not enough for a subgroup) Hisp: 56% SED: 56%				Panorama Survey - School Safety Baseline Data: All students: 70% EL: 70% AA: NA (not enough for a subgroup) Hisp: 70% SED: 70%			

Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 70% EL: 71% AA: NA (not enough for a subgroup) Hisp: 70% SWD: 70%	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 75% EL: 68% AA: NA (not enough for a subgroup) Hisp: 75% SWD: 72%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 71% EL: 66% AA: 78% Hisp: 71% SWD: 68%	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 75% EL: 68% AA: 80% Hisp: 75% SWD: 70%
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results	100% Williams Facilities Inspection Results

Planned Strategies/Activities

Strategy/Activity 1

If all staff receive training and consistently use evidence-based SEL lessons and practices (a combination of Second Step, Pyramid of Success, Restorative Practices, and Capture Kids Hearts practices) to teach and reinforce expectations, we establish a positive school climate and support students' emotional well-being. This comprehensive approach, along with tiered interventions and support for struggling students, aims to create a nurturing environment that enhances students' social-emotional development and academic success.

Monitoring Metrics: The effectiveness of this professional development will be assessed through the following measures: the attendance of teachers at professional development days dedicated to their professional development, the decrease in student referrals and suspensions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration and school staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	SEL/CKH/PBIS Materials & Recognition to enhance a positive learning environment (including PBIS Rewards system for tracking)
Amount	1,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials & Visual Supports to teach and enhance a positive learning environment

Strategy/Activity 2

If we allocate additional personnel and support to ensure consistent student supervision on campus during less structured activities, then we can uphold social and behavioral expectations, thereby enhancing student safety and overall well-being. This increased supervision creates a secure environment and cultivates a positive learning atmosphere, which in turn translates to improved focus on learning in the classroom.

Monitoring Metrics: The effectiveness of this action will be monitored through a decrease in repetitive staff managed referrals and the need for higher level admin referrals.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount

38,810

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Supervision Aides (salary)

Amount

15,382

Source

LCFF

Budget Reference

3000-3999: Employee Benefits

Description

Supervision Aides (fringes/benefits)

Amount

4,000

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Extra duty coverage (salary & benefits)

Strategy/Activity 3

If we offer additional Mental Health Services for students identified as at-risk through the MTSS process, we can improve social-emotional support and strategies to enhance positive behavior, emotional well-being, and overall focus on learning. This action supplements existing services and provides students with social-emotional skills to cultivate a classroom environment conducive to high-level learning. It also strengthens referred students' overall connection with the school.

Monitoring Metrics: The effectiveness of this action will be monitored through referral data and pre/post-assessment data. This data will be monitored by the SEL team for pre/post growth on a regular basis (twice per trimester) with data determining continuing supports or fading support as needed.

Students to be Served by this Strategy/Activity

☒

Specific Student Groups:

Tier 2 & 3 students identified with SEL &/or behavior needs that require additional supports for success

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Counselor, teachers, Tier 2 & 3 behavior team

Proposed Expenditures for this Strategy/Activity

Amount

44,000

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Contract MH services through JFS to provide approximately 2 days a week throughout the year

Strategy/Activity 4

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

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

Monitoring Metrics: The effectiveness of this action will be monitored through the CKH staff, student, and family surveys that are given three times a year. Process champions will analyze the results of those surveys and establish short-term goals for the next steps in the process for students, staff, and families.

Students to be Served by this Strategy/Activity

☒

All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Certificated and Classified staff members

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends to attend 1-day training provided by district/site process champions & collaboration opportunities (salary/fringes)

Strategy/Activity 5

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

Monitoring Metrics: The effectiveness of this action will be monitored through referral data and the pre/post assessment data. This data will be monitored by the behavior team for pre/post growth on a regular basis (twice per trimester) with data determining continuing supports or fading support as needed.

Students to be Served by this Strategy/Activity

X	Specific Student Groups: Tier 2 & 3 students identified with SEL &/or behavior needs that require additional supports for success
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Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Administration, Counselor, teachers, parents, Tier 2 & 3 behavior team

Proposed Expenditures for this Strategy/Activity

Amount	34,680
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional III (7hour) - salary
Amount	32,203
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional III (7hour) - fringes

Strategy/Activity 6

Bubbling Wells will implement a Saturday School to enhance student learning and provide targeted support for academic improvement.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal and Assistant Principal.

Proposed Expenditures for this Strategy/Activity

Amount	2,057
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional materials, and supplies to enhance instruction in core content areas

Strategy/Activity 7

Provide low-cost incentives (certificates, spirit wear, pencils, bookmarks, class rewards, etc.) and materials for attendance celebrations to encourage consistent attendance and engagement.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal and Assistant Principal.

Proposed Expenditures for this Strategy/Activity

Amount

911

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Strategy/Activity 8

Contract with Playworks for on-site coaching, staff training, and student leadership programming.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Principal and Assistant Principal.

Proposed Expenditures for this Strategy/Activity

Amount

4000

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Contract with Playworks for on-site coaching, staff training, and student leadership programming.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding.	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction.	6,083	Title II

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

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$122,556
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$391,778.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	155,999	0.00
Title I Part A: Parent Involvement	2,530	0.00
LCFF	233,249	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	\$155,999.00
Title I Part A: Parent Involvement	\$2,530.00

Subtotal of additional federal funds included for this school: \$158,529.00

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

State or Local Programs	Allocation (\$)
LCFF	\$233,249.00

Subtotal of state or local funds included for this school: \$233,249.00

Total of federal, state, and/or local funds for this school: \$391,778.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	233,249.00
Title I	155,999.00
Title I Part A: Parent Involvement	2,530.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,403.00
2000-2999: Classified Personnel Salaries	142,924.00
3000-3999: Employee Benefits	81,211.00
4000-4999: Books And Supplies	45,400.00
5000-5999: Services And Other Operating Expenditures	36,840.00
5800: Professional/Consulting Services And Operating Expenditures	53,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	25,000.00
2000-2999: Classified Personnel Salaries	LCFF	85,291.00
3000-3999: Employee Benefits	LCFF	39,748.00
4000-4999: Books And Supplies	LCFF	41,370.00
5000-5999: Services And Other Operating Expenditures	LCFF	36,840.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	5,935.00
2000-2999: Classified Personnel Salaries	Title I	57,633.00
3000-3999: Employee Benefits	Title I	41,463.00
4000-4999: Books And Supplies	Title I	2,968.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	48,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,468.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,062.00

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
Shane Foust	X				
Autumn Araiza				X	
Stacey LeClair				X	
Patricia Hernandez				X	
Ezequiel Flores				X	
Halie Sievers				X	
Susana Leon			X		
Jackie Collins-Schmitt		X			
Kris Woody		X			
Alicia Lind		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: BW Leadership Team (Grade Level Leads)

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 10/22/2025.

Attested:

	Principal, Mr. Shane Foust on 10/22/2025
	SSC Chairperson, Stacey LeClair on 10/28/2025

Title I and LCFF Funded Program Evaluation

Goal #1:			
Bubbling Wells Elementary School will increase the percent of students proficient in ELA and Math through local and state measures, increase the use of technology within best first instruction practices and intervention, and continue curricular development and implementation to align with the full rigor of the Common Core State Standards and the Next Generation Science Standards.			
Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
BWES will provide student engagement and enrichment opportunities, such as field trips, guest speakers, and assemblies, to deepen understanding of academic standards through real-world connections. These experiences aim to boost academic achievement, increase attendance, and reduce chronic absenteeism, with progress monitored through local and state assessments. Homeless students are supported through coordinated case management and access to academic interventions as part of this strategy. Staff collaborate with district and community liaisons to ensure students facing housing instability receive consistent support, including prioritization for small-group instruction, counseling services, and check-ins. Attendance interventions are also used to reduce barriers and increase school engagement for homeless youth. Monitoring Metrics: The effectiveness of this action will be monitored by increasing daily attendance and decreasing chronic absenteeism while promoting academic achievement through authentic engagement and application of acquired skills. Student academic performance improvement based on progress monitoring using local and state assessment results will also be measured.			

Assign classroom paraprofessional aides to deliver targeted Tier 2 and Tier 3 literacy interventions focused on foundational reading skills, enabling students to strengthen core competencies and successfully access Tier 1 grade-level instruction. This approach supports improved proficiency in English Language Arts and promotes literacy development across all subject areas. Monitoring Metrics: Students scoring at or near the intensive level in reading will be provided guided reading support. Priority will be given to English Learners. A master schedule will be created to allow Students with Disabilities to receive their pull-out services during this time to attempt missing core instruction. Students who attend reading intervention will be closely monitored through local progress monitoring tools—for progress and growth to be exited out of the program or to go through the SST process.			
Facilitate collaborative planning using current student data to develop and implement evidence-based instructional practices that address diverse learning needs. Support both horizontal and vertical collaboration to ensure instructional alignment, effective progress monitoring, and responsive teaching that supports all students, including those in at-risk subgroups. This strategy also supports Homeless students by providing access to supplemental instructional time, mentoring, and case-managed referrals for academic and emotional support. Staff monitor participation and tailor outreach to increase engagement. Monitoring Metrics: The effectiveness of this action will be monitored by tracking the number of days teachers are released for these targeted professional development activities and meetings. We will also use STAR data and specific monitoring tools to track student achievement tied to professional development and collaboration.			
Provide teachers with access to supplemental instructional materials			

and supplies to support the implementation of effective, engaging, and differentiated instructional plans. These resources will enhance student participation, expand access to learning, and promote academic achievement through diverse and technology-supported learning experiences. Monitoring Metrics: The effectiveness of this strategy will be measured by student academic performance improvement using local and state assessment results.			
Identify and target specific areas for professional growth aligned with evidence-based instructional practices, providing ongoing professional development that supports collaborative planning, data-driven instruction, and continuous improvement. This approach strengthens teacher expertise, promotes instructional consistency, and fosters a schoolwide culture of learning that benefits both educators and students. Monitoring Metrics: The effectiveness of this strategy will be measured by student academic performance improvement using progress monitoring assessments and both local and state assessment results.			
If we assign bilingual personnel to support teachers, students, and families with additional interventions and supports in language and literacy development, communication/translation, and further strategies with scaffolds for the primary language, then we affirm and build on students' prior knowledge and language skills to develop academic proficiency. This also enhances the home/school connection, supporting students to succeed academically. Ultimately, this assistance improves proficiency in all content areas while creating a more inclusive and supportive learning environment for all students. Monitoring Metrics: The effectiveness of this action will be measured through progress monitoring of small group instruction			

and the growth students demonstrate on STAR assessment data and ELPAC scores.			
Bubbling Wells will assign a bilingual paraprofessional to provide targeted small group interventions for English Learner (EL) students, under the guidance of the Reading Intervention TOSA. The paraprofessional will deliver differentiated support based on identified areas of need to help accelerate student progress.			

Goal #2:
Bubbling Wells will collaborate with families and community partners to further develop the connection between home and school while promoting and supporting student success that reflect the current needs of our students.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Promote collaboration between school staff, families, and community partners to strengthen the home-school connection, empower parents to support student learning, and foster a more inclusive and supportive educational environment. This partnership enhances student success by building shared responsibility for academic growth and well-being. Monitoring Metric: The effectiveness of this action will be monitored through the attendance of family members at school events/activities, family surveys and panorama survey results.			
Provide ongoing opportunities for parents to communicate and collaborate with school staff to strengthen home-school partnerships, support shared decision-making, and ensure students receive coordinated and personalized support that promotes academic success and overall well-being. Monitoring Metric: The effectiveness of this action will be monitored through the attendance of teachers			

and family members at these types of meetings that focus on meeting individual student needs.			
Implement schoolwide systems that teach and support student use of organizational strategies and study tools to promote responsibility, accountability, and academic success. Engage families through training and communication to reinforce these habits at home, strengthening the home-school connection and supporting students' long-term learning behaviors across grade levels. Monitoring Metric: The effectiveness of this action will be monitored through student use of the established organizational strategies and increased home/school communication.			

Goal #3:
At Bubbling Wells, our goal is to establish a nurturing learning environment that prioritizes all students' physical and emotional well-being. We recognize the crucial link between attendance and academic success. Our school is committed to delivering instruction while consistently supporting and reinforcing the development of respectful, responsible, and safe behavior among all students.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
If all staff receive training and consistently use evidence-based SEL lessons and practices (a combination of Second Step, Pyramid of Success, Restorative Practices, and Capture Kids Hearts practices) to teach and reinforce expectations, we establish a positive school climate and support students' emotional well-being. This comprehensive approach, along with tiered interventions and support for struggling students, aims to create a nurturing environment that enhances students' social-emotional development and academic success. Monitoring Metrics: The effectiveness of this professional development will be assessed			

through the following measures: the attendance of teachers at professional development days dedicated to their professional development, the decrease in student referrals and suspensions.			
If we allocate additional personnel and support to ensure consistent student supervision on campus during less structured activities, then we can uphold social and behavioral expectations, thereby enhancing student safety and overall well-being. This increased supervision creates a secure environment and cultivates a positive learning atmosphere, which in turn translates to improved focus on learning in the classroom. Monitoring Metrics: The effectiveness of this action will be monitored through a decrease in repetitive staff managed referrals and the need for higher level admin referrals.			
If we offer additional Mental Health Services for students identified as at-risk through the MTSS process, we can improve social-emotional support and strategies to enhance positive behavior, emotional well-being, and overall focus on learning. This action supplements existing services and provides students with social-emotional skills to cultivate a classroom environment conducive to high-level learning. It also strengthens referred students' overall connection with the school. Monitoring Metrics: The effectiveness of this action will be monitored through referral data and pre/post-assessment data. This data will be monitored by the SEL team for pre/post growth on a regular basis (twice per trimester) with data determining continuing supports or fading support as needed.			
If we continue training & developing schoolwide processes for Capturing Kids Hearts, we aim to enhance a positive learning environment while strengthening school connectedness, reducing discipline referrals, increasing attendance, decreasing negative behaviors, and improving academic performance. Using the CKH EXCEL teaching model, educators can create safe			

and effective learning environments, develop self-managing, high-performing classrooms, and utilize team-building skills and Social Contract techniques to address conflict, negative behavior, and disrespect issues. This is the second year of this district-funded program, and district funds will continue to fund training and salaries. The site will fund additional support to supplement the basic training/coaching program the district provides. Monitoring Metrics: The effectiveness of this action will be monitored through the CKH staff, student, and family surveys that are given three times a year. Process champions will analyze the results of those surveys and establish short-term goals for the next steps in the process for students, staff, and families.			
If we offer additional behavior support for tier 2/3 students who struggle to meet schoolwide expectations and disrupt the learning environment, then we can effectively address behavior issues and support overall student learning. By targeting the goals identified through the data-based MTSS process to address the functions of the behavior, we can tailor opportunities for learning positive behavior skills to meet student needs. This includes focusing on proactive social skills during classroom and recess activities. Monitoring Metrics: The effectiveness of this action will be monitored through referral data and the pre/post assessment data. This data will be monitored by the behavior team for pre/post growth on a regular basis (twice per trimester) with data determining continuing supports or fading support as needed.			
Bubbling Wells will implement a Saturday School to enhance student learning and provide targeted support for academic improvement.			
Provide low-cost incentives (certificates, spirit wear, pencils, bookmarks, class rewards, etc.) and			

materials for attendance celebrations to encourage consistent attendance and engagement.			
Contract with Playworks for on-site coaching, staff training, and student leadership programming.			

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **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 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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