



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Bubbling Wells Elementary School
<b>Address</b>	67501 Camino Campanero Desert Hot Springs, CA 92240
<b>County-District-School (CDS) Code</b>	33-67173-6111025
<b>Principal</b>	Mr. Shane Foust
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2024 - 6/30/2025
<b>Schoolsite Council (SSC) Approval Date</b>	October 22, 2024
<b>Local Board Approval Date</b>	12/17/2024

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

All members of Bubbling Wells Elementary School will work collaboratively as a learning community to ignite individual interests and passions, to enhance academic achievement and emotional well-being. We aim to create a diverse and scholarly environment where everyone values and respects each other, forming deep interpersonal connections.

## 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 2023-24 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 discussed 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.

9/20 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

10/25 SSC #2 - Review beginning of the year data, Approval of SPSA Fall revisions, Input on AMIMDG Library Grant

2/22 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.

5/2 SSC #4 - SPSA & Budget review with current data analysis, 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. Continue funding the 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.

ELAC Meeting Dates and Topics:

9/27/2023 ELAC #1 - Information & Nomination/Elections.

11/29/2023 ELAC #2 - ELPAC Member Training & Attendance Discussion.

03/20/2024 ELAC #3 - EL Needs Assessment & Input for SPSA.

04/17/2024 ELAC #4 - ELPAC Updates and Parent Discussion. Q&A for SPSA & ELPAC.

Based on the current ELAC reclassification data ( CA Dashboard) the committee noted the progress and improvement the school has made with the reclassification of 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.

9/12 The Leadership team participated in data discussions on the beginning of year STAR data and 22/23 SBAC data. They then took those data discussions and facilitated similar discussions in the grade-level PLC team, with a share-out occurring at the Staff Meeting for collaboration and planning purposes.

10/25 The Leadership team collaborated on solutions for classroom interruptions, attendance data, and Data Analysis/Collaboration on STAR reading comprehension data compared to Running Record Data.

12/5 The Leadership team met to discuss current needs and solutions for schoolwide systems- instructional practices and engagement. Data discussions continued around reading comprehension and short-cycle assessments to bridge the gap between benchmark assessments and meeting current student needs.

1/16 The leadership team met to review STAR Benchmark information and systems to ensure accuracy in data collection for usable data. We also discussed ongoing Capture Kids Hearts processes and areas for improvement in schoolwide building system processes.

2/6 The Leadership team met to review reading data and provide input on additional supports/strategies using UFLI and hands-on manipulatives for reading intervention K-2 & SPED. They reviewed the draft of the BW UDL plan for 24/25 and provided input and additional ideas for implementation.

2/26 The Leadership team met to continue discussing and reviewing the UDL draft, which now includes self-assessments and goal-setting focus areas. The team provided additional input and suggestions for systems for volunteers in the classroom and ideas to streamline systems for next year.

4/9 The Leadership team met to review attendance data and provide input on the LCAP Local Indicators Survey for the district. Information from that session included reflections and input on school SPSA for developing the 24/25 SPSA plan - the team agreed that SPSA needed to streamline the various plans being implemented.

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School Site Council Meeting #1 on September 25, 2024

Item discussed:

Elections were not needed, and all council members continued their term.

REPORTS

Single Plan for Student Achievement (SPSA)

ELAC/DELAC - plans for year to address attendance and parent/family needs.

Safe School Plan - areas we may want to focus on with Safe School Committee.

NEW BUSINESS

Nomination & Election of SSC officers.

President

Vice-President

Secretary

Review Title 1 Parent & Family Engagement Policy and Home School Compact (revised Spring 2020)

Review Uniform Complaint Procedures



Review SSC Bylaws  
School Plan (SPSA) review & provide input on fall revisions.

School Site Council Meeting #2 on October 24, 2024.  
Item discussed:

REPORTS

Single Plan for Student Achievement (SPSA) - new business  
ELAC/DELAC - plans for year to address attendance and parent/family needs  
Safe School Plan - areas we may want to focus on with Safe School Committee

NEW BUSINESS

School Plan (SPSA) fall revisions:  
Beginning of the Year Data  
Additional Title 1 allocations  
Discussion and Approval of revisions to SPSA for 2024-2025 school year.

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 recommended the following revisions to the 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. Continue funding the 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. Providing 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. Continue to train staff and implement Capturing Kids Hearts school-wide.

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ELAC Meeting #1 on September 25, 2024  
Item discussed:

ELAC Training  
ELAC Elections:  
Member 1: Laura Ornelas for President  
Member 2: Elvira Torres for Vice President  
Member 3: Maria Diaz for Secretary  
Member 1: Laura Ornelas for DELAC Representative  
Member 2: Brenda Saucedo for DELAC Alternate  
Information regarding ELAC and roles and responsibilities of each position.  
ELAC Members - Sign-in sheet for contact info.  
DELAC representative (one official representative and one alternate)  
Discussion of how ELAC will be structured this year.  
Next Meeting: Thursday, November 20, 2024 @ 11:45 a.m.



# Resource Inequities

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

Our needs assessment identified a resource inequity within our Students with Disabilities (SWD) student group. Based on the 2023 CA School Dashboard results, our SWD students are performing 83 points below our All-Students group in ELA and 68.3 points below the All-Students group in math. In the 2023-24 school year, no specific actions or expenditures were explicitly focused on this student group. However, special education teachers were included in professional development & coaching on instructional strategies to target student growth. In Goal 1 of our 24/25 plan, we have addressed this inequity through the following specific actions:

- Our Academic & Literacy Coaches will support special education teachers in identifying and delivering effective differentiated intervention strategies & scaffolds of support tailored to meet students' needs.
- Professional Development opportunities will focus on instructional strategies aligned with students' assessed needs and evidence-based practices for tiered instruction & intervention. Special attention will be given to strategies designed for students with disabilities.

Our needs assessment identified a resource inequity within our English Language Learner student group. Based on the 2023 CA School Dashboard results, our EL students are performing 22 points below our All-Students group in ELA and 15.3 points below the All-Students group in math. The following actions were incorporated in the 2023-24 school year to address this inequity. Our academic coach will specifically focus on supporting classroom teachers in analyzing assessment data to identify inequities in student groups, identifying barriers to learning, and planning instructional strategies that overcome those barriers. Reading Intervention support will be provided to target groups of students that meet set criteria, reflecting their current assessed needs. In Goal 1 of our 24/25 plan, we have addressed this inequity through the following specific actions:

- Professional development in evidence-based EL strategies to support language proficiency development for EL students based on their assessed needs.
- Data Analysis and collaboration targeting the needs of EL students with additional supports and scaffolds that reflect their language proficiency levels and enhance academic growth on short-cycle and benchmark assessments.

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During our October 24, 2024, School Site Council Meeting, the council members agreed the previously identified inequities continue to exist. We will continue the following:

English Language Learners:

- Based on the 2023 CA School Dashboard results, our EL students are performing 22 points below our All-Students group in ELA and 15.3 points below the All-Students group in math.

The following actions will continue in the 2024-2025 school year to address this inequity.

- Our academic coach (TOSA) will specifically focus on supporting classroom teachers in analyzing assessment data to identify inequities in student groups, identifying barriers to learning, and planning instructional strategies that overcome those barriers.
- Reading Intervention support will be provided to target groups of students that meet set criteria, reflecting their current assessed needs.
- Addition of full-time Literacy Coach to support a 3-year school-wide Literacy Plan.

In Goal 1 of our 24/25 plan, we have addressed this inequity through the following specific actions:

- Professional development in evidence-based EL strategies to support language proficiency development for EL students based on their assessed needs.
- Data Analysis and collaboration targeting the needs of EL students with additional supports and scaffolds that reflect their language proficiency levels and enhance academic growth on short-cycle and benchmark assessments.

## 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.

SBAC's overall growth schoolwide was 2% in ELA and 2% in Math. 5th-grade students had an increase of 11% in ELA and 9% in math compared to the previous school year. When comparing cohorts of students, both 4th and 5th grades had increases in students proficient in ELA from the prior school year.

The 2022-23 attendance rate of 88.33% was an increase and higher than that of other similar schools at the elementary level. At the time of writing this report, SchoolZilla is reporting our local indicator for attendance with a rate of 89.8% for our school. That is an increase of 1.5% points from last school year.

Suspension Rate Indicator - The Fall 2023 CA School Dashboard indicated the overall school with a suspension rate of (1.7%), indicating the implementation of effective school climate practices and other means of correction at the school. Compared to the state average suspension rate of 3.5% for the 2022-23 school year. 2023-24 locally calculated data provided by the Student Services department indicates maintaining the rate of .74% at the time of plan writing.

ELA Indicator - Improvement in ELA has been evident in the 2023-24 school year. 2023-24 Star test results indicate improvement in reading throughout the year. The winter screening window results indicate that 34.6% of students are at or above the proficiency rate on the district Star Reading benchmark assessment—this improvement over the Winter 2022-23 benchmarks of 1.1 points.

Chronic Absenteeism Indicator: Though this continues to be an area of need and focus for developing positive attendance habits this year, we have decreased the number of students identified as chronically absent by 9.4% based on data provided by Schoolzilla at the time of plan writing. We currently have 40.6% of students absent, 10% or more days enrolled. Our English Learner group has lower chronic absences than our non-English learner student group by 2.6%. Our White student group has a significantly lower chronic absence indicator at 25.8% compared to the overall school rate of 40.6%. 2nd, 4th & 5th grade have the lowest number of students who are considered chronically absent.

Supporting Actions:

We established a schoolwide attendance team that took a tiered approach to identifying and supporting students at risk of becoming chronically absent and targeting education for families and students on the importance of regular attendance. Teachers met with parents during conference week to discuss attendance goals and identify barriers families were experiencing with regular attendance. We saw our largest gains from these communication points where teachers and parents discussed attendance and its correlation to student academic progress.

We've strengthened our support system for Tier 2 and Tier 3 students, with clear expectations communicated throughout the campus. All staff members have been trained in Capturing Kids Hearts and reviewed restorative practices. We have implemented an SEL team that expands the tier 1 SEL lessons provided by classroom teachers and the school counselor to include tier 2 & tier 3 interventions and supports. This has allowed us to foster a proactive approach to discipline based on learning, restoring, and meeting students' individual needs. By focusing on learning together and understanding the impact of our actions, we've seen a decrease in the need for behavior interventions beyond Tier 2. Effective communication with families and building positive relationships beforehand have also contributed to this reduction.

Our emphasis on data analysis and progress monitoring has enhanced collaboration among grade levels and vertical teams to pinpoint specific areas for improvement. Data targets the student needs, and collaboration allows teachers to understand better the barriers and plan instruction that reflects student needs. Teachers who regularly plan intentional support in small group sessions and utilize benchmark & running record data for instruction have shown the most progress in early literacy and reading assessments. Tier 2 reading interventions, led by trained teachers and paraprofessionals using evidence-based strategies, have narrowed the achievement gap in reading foundational skills necessary to access grade-level content in reading. We've implemented programs like Heggerty Phonemic Awareness across the school to address the needs of struggling readers and fill in phonemic awareness holes in learning. Tier 2 intervention support is integrated into guided reading sessions for 1st-5th grades, allowing more students to benefit from Tier 1 support. The school will continue funding reading intervention paraprofessionals to ensure adequate student support. Additionally, the district-funded Reading Intervention program has shown promising results in improving student reading outcomes.

## Reflections: Success

In mathematics, we've received support for implementing high-impact strategies aligned with the Bridges curriculum. Follow-up coaching and collaboration sessions have aided teachers in planning and implementing effective instruction. Teachers who have embraced these strategies, such as incorporating Lesson Enhancement Strategies (LES) and talk moves, have seen more students progress and achieve at or above grade level in math.

All these initiatives will continue into the upcoming school year, with some adjustments to ensure they effectively address current student needs.

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All of these supporting actions will continue for the 2024-2025 school year, 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%

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?

2022-23 SBAC results showed that students in 3rd grade declined compared to those in 3rd grade the previous year. When comparing the proficiency percentage of similar groups of students from one year to the other, 4th—and 5th-grade cohorts did not grow as much in math as in ELA. Based on our results, the staff shared the following next steps as part of what we need to continue to focus on.

ELA Indicator - The Fall 2023 California School Dashboard reported the Students with Disabilities and English Learners groups performed at the very lowest performance level (RED CA Dashboard). These groups presented a performance gap one level below the overall school result, indicating a need for ongoing support. Performance gaps in the Fall 2023 Dashboard are reflected in Star Reading benchmark data. Students with Disabilities report percentages of students projected to meet or exceed the standard on CAASPP at rates of 7.4% (21.3% lower than the "all students" result). English learners report that percentages of students are projected to meet or exceed the standard on CAASPP at rates of 8.9% (19.8% lower than the "all students" result).

Math Indicator - A low status for the "all students" group on the Fall 2023 California School Dashboard, with an average student score of 89.8 points below standard. Winter screening window Star results showed a decline compared to the previous year's benchmark, with 32.5% of students at or above the proficiency rate on the district Star Math benchmark assessment. This was a decline of 6.1 points over our Winter 2022-23 benchmark.

The Fall 2023 California School Dashboard reported that the Students with Disabilities performed at a Very low-Performance level (158.1 points below standard). However, their proficiency increased by +32.8 points from the previous year's assessment. Winter 2024 Star Math district benchmark results indicate that 32.5% of all students are projected to meet or exceed standards. However, Students with Disabilities are only projected to have 14.1% meet or exceed standards.  
Attendance rate: 89.8%

Chronic Absenteeism Indicator: 40.6% of students are chronically absent, with absences greater than 10% of enrolled days. Our Students with Disabilities group has a substantially higher rate of chronic absenteeism, with 60% identified as Chronically absent (+19.4% compared to the schoolwide rate). Our grade levels with the highest Chronic absenteeism rate are our youngest students in Pre-K, TK, K, and 1st

## Reflections: Identified Need

grade.

#### Supporting Actions:

Our community faces numerous societal and domestic challenges that impact students' focus, academic performance, and attendance. To address these issues, we extended the PBIS program to include Capturing Kids Hearts to develop a stronger connection between students and staff at the school. Additionally, we have a full-time counselor and behavior paraprofessional dedicated to supporting students facing distractions. We expanded this team by increasing Tier 3 Mental Health support using a contracted person, the district's social worker, and Mental Health Services. With a fully staff SEL team at the site, we have been able to meet student SEL and behavior needs better and respond in the moment with support. Despite these efforts, many students still struggle due to external factors. In the future, we hope to bridge the home-school gap between these services and supports by increasing parent/family involvement in our connectedness movement.

We will continue to address chronic absenteeism by collaborating with classroom teachers, the district's Family and Community Engagement Specialist, and Office Tech to track data and develop an attendance campaign. They will also create a program to monitor and encourage chronically absent students. Additionally, the Counselor and Behavior Para will conduct small group meetings and lessons to enhance students' grit and resilience. The Social-emotional Learning Block will remain a priority during the first 30 minutes of the school day. A tier 2 attendance team will focus on interventions for select individuals who have demonstrated a history of being chronically absent to identify and overcome barriers to attendance and learning. The school will continue to partner with the community and the district to provide additional support to ensure consistent attendance.

Special Education teachers will have dedicated time to target the individualized needs of our students with disabilities without interrupting core instruction. Also, our special education staff will continue to receive targeted professional development to build a bank of evidence-based instructional strategies that support student needs. Grade levels will desegregate assessment data by SWD and EL to identify specific strategies to meet their needs within tier 1 instruction.

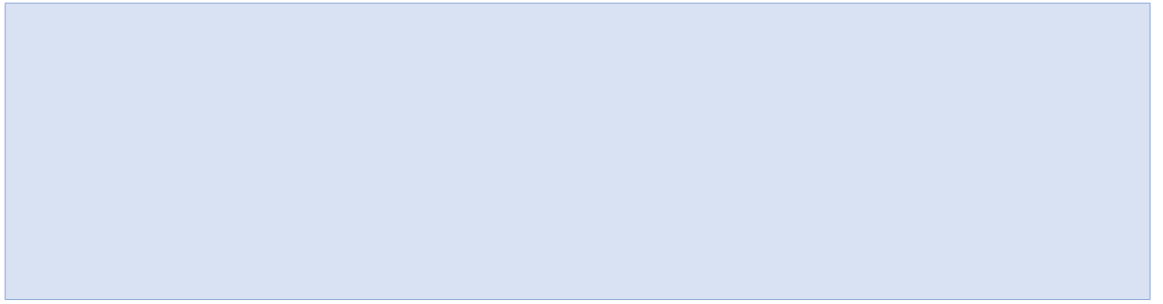
We will continue to focus on meeting student needs in Reading Comprehension in structured PowerHours, utilizing Science Reading research and evidence-based practices to target and support individual student reading needs.

- Target students for strategic Reading Intervention (low yellows to mid reds)
- Collaborate and discuss the implication of a universal screener vs. running records for monitoring student growth and achievement
- Short Cycle assessments refined timelines to utilize star Benchmarks as a growth indicator - continue to assess the validity of spring STAR vs. SBAC assessments for buy-in
- High-functioning PLC that is Data-Driven in decision-making to inform instructional planning. (whole group, small group, and individual student needs using target students and student groups) \*This is a schoolwide focus for this school year
- Continue to strengthen tier 1 instruction that meets the rigor of the standard with appropriate scaffolds/strategies in place to support students' learning at high levels. (Growth monitoring)
- High-impact math strategies integrated into lesson planning based on data analysis, curriculum availability, and student needs while reflecting SMPs.

The Small Group Reading Intervention Program will continue to be funded for the 2024-25 school year to address students with significant achievement gaps in reading foundations. More focus will be placed on best-first instruction and differentiated small-group instruction, emphasizing improving foundational skills. The district-funded Reading Intervention teacher will focus on reading improvement, with extra paraprofessional support allowing for expanded student participation in the program. An academic coach will continue to be provided by the district to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines in English Language Arts and Math. Our professional development focus in math will continue implementing and refining high-impact math strategies within our adopted curriculum to reflect the needs of our students, moving them towards mastery. Our academic coach will help support math implementation. We will also have a Literacy Coach that will be provided through the LETRS grant for the next 3 years, which will support ongoing teacher development of evidence-based instructional strategies to support Literacy in all students TK-5.

As a team, we need to Increase Attendance Rates:

- Tier 2 attendance committee meets every 2 weeks. Focused and intentional interventions with ongoing communication between home/school regarding attendance.
- Continue to target chronic absenteeism and encourage daily attendance with celebrations
- Goal setting and celebrations for the whole school and families to help keep positive momentum.



# 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%	%	1	0	
African American	1.54%	1.8%	1.10%	10	12	7
Asian	0.31%	0.15%	0.16%	2	1	1
Filipino	%	0.3%	0.16%	0	2	1
Hispanic/Latino	92.30%	92.93%	92.46%	599	618	589
Pacific Islander	%	0%	%	0	0	
White	4.62%	3.76%	4.24%	30	25	27
Multiple/No Response	1.08%	1.05%	1.88%	7	7	12
	<b>Total Enrollment</b>			649	665	637

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	136	126	91
Grade 1	94	121	97
Grade 2	100	98	116
Grade3	113	98	102
Grade 4	101	117	97
Grade 5	105	105	108
<b>Total Enrollment</b>	649	665	637



# 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%	

# School and Student Performance Data

## Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
665	96.8	47.8	1.2
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	318	47.8
Foster Youth	8	1.2
Homeless	73	11
Socioeconomically Disadvantaged	644	96.8
Students with Disabilities	94	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.8
Asian	1	0.2
Filipino	2	0.3
Hispanic	618	92.9
Two or More Races	7	1.1
White	25	3.8

### Conclusions based on this data:

1. Our socioeconomically disadvantaged student group had an increase over the last year and is not 96.8% of the total student population.
2. English Learners (EL) is one of our largest student groups within the school, but not as large of a group as the Hispanic student group who makes up 92.9% of our student population.

3. Students with Disabilities (SWD) continue to be a significant student group within our student population.

# School and Student Performance Data

## Overall Performance

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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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. We maintained our overall ELA achievement level of being 69.2 points below standards compared to the 2022-23 SBAC results.
2. We increased 4.1 points in math achievement, slowly closing the achievement gap of 89.8 points below standard compared to the 2022-23 SBAC results.

3. Chronic absenteeism increased 11.5% since 2022-23 with 43.7% of our students being considered chronically absent (missing 18 or more school days in the school year).

# School and Student Performance Data

## Academic Performance English Language Arts

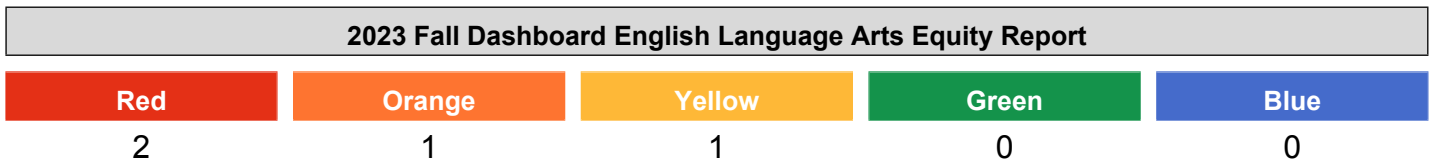
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>69.2 points below standard</p> <p>Maintained 0 points</p> <p>310 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>91.2 points below standard</p> <p>Decreased Significantly -19 points</p> <p>159 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>98.3 points below standard</p> <p>33 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>68.8 points below standard</p> <p>Maintained +1.3 points</p> <p>305 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>152.2 points below standard</p> <p>Maintained -1 points</p> <p>44 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65 points below standard Increased +3.7 points  292 Students	Less than 11 Students  3 Students	Less than 11 Students  0 Students	153.4 points below standard Decreased Significantly - 74.1 points  12 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
108.8 points below standard Decreased -8.2 points  141 Students	46.7 points above standard Increased Significantly +53 points  18 Students	70.1 points below standard Maintained +0.5 points  110 Students

**Conclusions based on this data:**

- Students with Disabilities (SWD) students are performing 83 points below our All-Students group in ELA. They maintained their achievement level from the prior year's SBAC results in ELA, whereas the same cohort of students showed a significant increase in achievement in math this school year.
- English Learners (EL) students are performing 22 points below our All-Students group in ELA and decreased -19 points compared to last year's achievement levels. Compared to reclassified EL who had a significant increase of achievement of +53 points and English only students who maintained their achievement levels from the prior year.



# School and Student Performance Data

## Academic Performance Mathematics

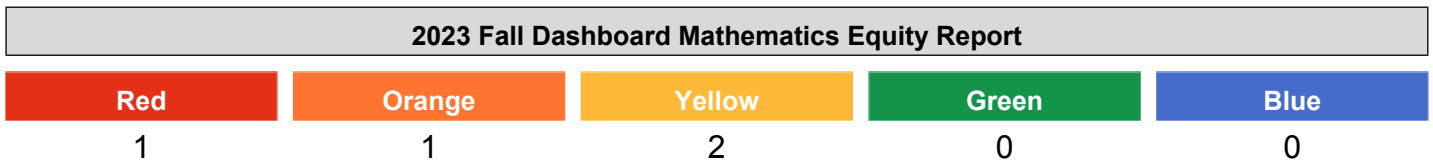
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 89.8 points below standard Increased +4.1 points 306 Students	<b>English Learners</b>  Red 105.1 points below standard Decreased -12.3 points 157 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 119.6 points below standard 31 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 89.4 points below standard Increased +4.9 points 301 Students	<b>Students with Disabilities</b>  Orange 158.1 points below standard Increased Significantly +32.8 points 44 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #d9ead3; padding: 2px;">87.1 points below standard</span> Increased +6.3 points  289 Students	Less than 11 Students  3 Students	Less than 11 Students  0 Students	<span style="background-color: #d9ead3; padding: 2px;">158.2 points below standard</span> Decreased Significantly - 60.4 points  12 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #d9ead3; padding: 2px;">118.6 points below standard</span> Maintained -0.1 points  139 Students	<span style="background-color: #d9ead3; padding: 2px;">0.5 points below standard</span> Increased Significantly +33.3 points  18 Students	<span style="background-color: #d9ead3; padding: 2px;">98.9 points below standard</span> Increased +4.2 points  109 Students

**Conclusions based on this data:**

1. Students with Disabilities (SWD) students are performing 68.3 points below the All-Students group in math, However this was a significant increase compared to the 2022-23 achievement levels of +32.8 points.
2. English Learners (EL) students are performing 15.3 points below the All-Students group in math. These students decreased their achievement level where as those students who were English only, Hispanic and/or reclassified ELs increased or increased their achievement level significantly compared to 2022-23.

# School and Student Performance Data

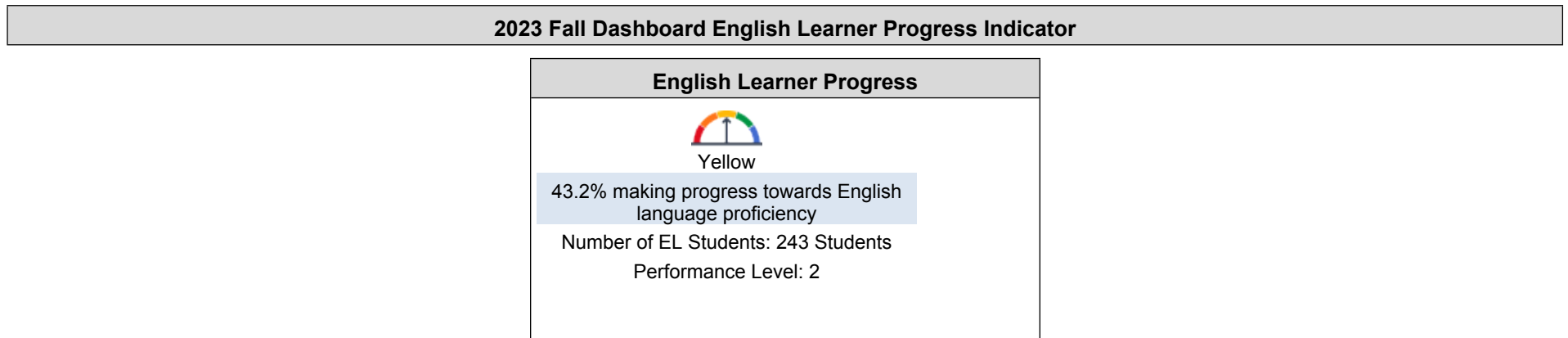
## Academic Performance English Learner Progress

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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.



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.

2023 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
46	92	0	105

**Conclusions based on this data:**

1. 43% of English Learners met their annual progress goal of progressing at least one level in English Proficiency.
2. 38% of our English Learners maintained their previous achievement level over the course of the year, however they did not meet their annual growth goal.
3. 19% of our English Learners not only did not meet their annual growth goal, but instead decreased one level on the proficiency exam.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

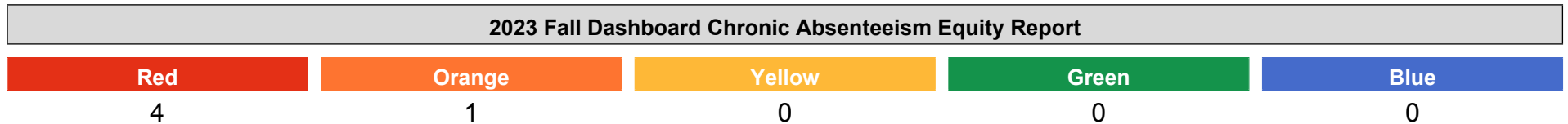
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This section provides number of student groups in each level.




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.


**2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group**


<b>All Students</b>
 Red
43.7% Chronically Absent Increased Significantly 11.5
694 Students

<b>English Learners</b>
 Red
41.5% Chronically Absent Increased Significantly 12.9
328 Students



<b>Foster Youth</b>
53.8% Chronically Absent 0
13 Students

<b>Homeless</b>
 Orange
47.7% Chronically Absent Declined -11.8
86 Students

<b>Socioeconomically Disadvantaged</b>
 Red
43.6% Chronically Absent Increased Significantly 11.2
670 Students

<b>Students with Disabilities</b>
 Red
53.8% Chronically Absent Increased 11.9
119 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center">13 Students</p>	<p align="center">                       No Performance Color                      0 Students                 </p>	<p align="center">                     Less than 11 Students                       1 Student                 </p>	<p align="center">                     Less than 11 Students                       2 Students                 </p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">                       Red                      43.2% Chronically Absent                      Increased Significantly 10.4                       644 Students                 </p>	<p align="center">                     Less than 11 Students                       9 Students                 </p>	<p align="center">                     Less than 11 Students                       1 Student                 </p>	<p align="center">                     41.7% Chronically Absent                      Increased 17.4                       24 Students                 </p>

**Conclusions based on this data:**

1. Schoolwide we had an increase of 11.5% of students who were designated as chronically absent during the 2022-23 school year.
2. Our two largest student groups had increased significantly - English learners increased 12.9%, our Socioeconomically Disadvantaged students increased 11.2% and our Student with Disabilities group also increased 11.9% chronically absent from the previous year.
3. Our Homeless student group was the only student group who showed a decline of 11.8% when identifying students who were chronically absent the prior year.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

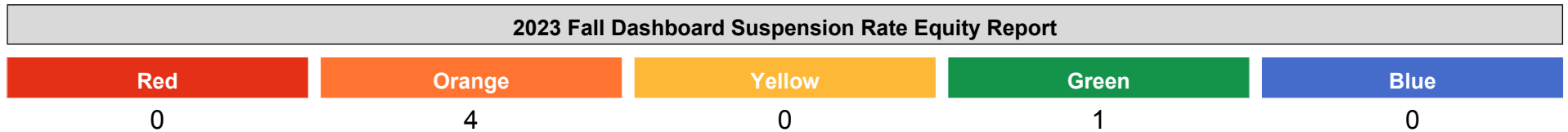
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This section provides number of student groups in each level.



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.

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Orange

1.7% suspended at least one day

Increased 0.7  
708 Students

**English Learners**

  
 Orange

1.5% suspended at least one day


Increased 1.2  
334 Students

**Foster Youth**

0% suspended at least one day

Maintained 0  
15 Students


**Homeless**

  
 Orange

5.6% suspended at least one day

Increased 5.6  
89 Students


**Socioeconomically Disadvantaged**

  
 Orange

1.8% suspended at least one day

Increased 0.7  
683 Students



**Students with Disabilities**

  
 Green

2.5% suspended at least one day

Declined -0.5  
121 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 13 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.5 654 Students</p>	<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>7.1% suspended at least one day</p> <p>Increased 7.1 28 Students</p>

**Conclusions based on this data:**

1. We had an overall suspension rate that increased .7% to 1.7% during the 2022-23 school year. That increase was the equivalent of 5 additional student suspensions schoolwide.
2. Our student group with the highest increase in suspension rates was our homeless student group with a 5.6% increase (approximately 5 students who are in that student group were suspended last year).











# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 1 – Increased Academic Achievement

Students will receive instruction and participate in activities at high levels of rigor to develop Depth of Knowledge in order to master standards needed to prepare them to be college and career ready. Instruction will be provided at the proficiency level for all standards with scaffolds in place as necessary based on student needs to access the grade level curriculum.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All	Yellow	54.2 points below standard	Increase significantly +15 points	All	 Orange	69.2 points below standard	Maintained 0 points
	EL	Yellow	57.3 points below standard	Increase significantly +15 points	EL	 Red	91.2 points below standard	Decreased Significantly - 19 points
	Hisp	Yellow	53.7 points below standard	Increase significantly +15 points	Hisp	 Yellow	65 points below standard	Increased +3.7 points
	SED	Yellow	55.1 points below standard	Increase significantly +15 points	AA			Less than 11 Students
	SWD	Orange	131.2 points below standard	Increase significantly +20 points	SED	 Orange	68.8 points below standard	Maintained +1.3 points
					SWD	 Red	152.2 points below standard	Maintained -1 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)	All	Yellow	78.4 points below standard	Increase significantly +15 points	All	 Yellow	89.8 points below standard	Increased +4.1 points
	EL	Yellow	77.7 points below standard	Increase significantly +15 points	EL	 Red	105.1 points below standard	Decreased - 12.3 points
	Hisp	Yellow	78.4 points below standard	Increase significantly +15 points	Hisp	 Yellow	87.1 points below standard	Increased +6.3 points
					AA			Less than 11 Students



**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

--

SED	Yellow	79.3 points below standard	Increase significantly +15 points
SWD	Yellow	170.9 points below standard	Increase significantly +20 points

SED	 Yellow	89.4 points below standard	Increased +4.9 points
SWD	 Orange	158.1 points below standard	Increased Significantly +32.8 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

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California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	(no color)	38.4%	

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Yellow	43.2%	

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 -  
 KN - 0%  
 1st - 39%  
 2nd - 8%  
 3rd - 19%  
 4th - 4%  
 5th - 27%

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 20% 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

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide a variety of student engagement and enrichment opportunities with real world learning experiences to make connections and deepen understanding of academic standards (i.e. field trips, guest speakers, assemblies, etc.)</p>	<p>Provide a variety of student engagement and enrichment opportunities with real-world learning experiences to make connections and deepen understanding of academic standards (i.e. field trips, guest speakers, assemblies, etc.</p> <p>Field Trips:            TK/K - The Living Desert            2nd - Cabot Pueblo Museum            3rd - Palm Springs Tramway &amp; Indian Canyons            4th - Calico Ghost Town &amp; Mission Creek            5th - Riley's Farm &amp; McCallum</p> <p>Assemblies:            Student of the Month Assembly (monthly)            Trimester Award Assembly (Trimester 1,2,3,)            Monthly Attendance Celebrations            Pyramid of Success            Opera In the Schools</p>	<p>Real World Learning Experiences (i.e. field trips, guest speakers, assemblies, etc.)            5000-5999: Services And Other Operating Expenditures            LCFF            12,000</p>	<p>Real World Learning Experiences (i.e. field trips, guest speakers, assemblies, etc.)            5000-5999: Services And Other Operating Expenditures            LCFF            10,000</p>
<p>ELA Tier 2 intervention: Classroom paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy/foundational skills</p>	<p>Tier 2 intervention (ELA): Two site-funded paraprofessionals, with two additional district-funded paraprofessionals (4) helping to support the Intensive and Strategic classrooms, with a focus on guided reading and early literacy/foundational skills.</p>	<p>Paraprofessional support (salary)            2000-2999: Classified Personnel Salaries            Title I            22,532</p> <p>Paraprofessional support (fringe &amp; benefits)            3000-3999: Employee Benefits</p>	<p>Paraprofessional support (salary)            2000-2999: Classified Personnel Salaries            Title I            22,532</p> <p>Paraprofessional support (fringe &amp; benefits)            3000-3999: Employee Benefits</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 8858	Title I 8,858
<p>Teachers will collaborate and share best educational practices in core curriculum utilizing current data to target instruction and interventions to bridge the learning gaps. Planning will include both short and long term planning to target supporting the needs of specific sub-groups (ELL, Socioeconomically Disadvantaged, SWD, Homeless, etc). Teachers will progress monitor, score, and analyze their results on formative and summative assessments to help guide their instruction and create opportunities for additional support for students at-risk in academic goals. Targeted focus areas will be addressed vertically for systemic interventions/collaboration.</p>	<p>A variety of certificated (teachers) staff have collaborated and shared best educational practices in the core curriculum utilizing current data to target instruction and interventions to bridge the learning gaps in both Leadership team and weekly Professional Learning Communities by:</p> <ul style="list-style-type: none"> <li>• creating short and long-term planning to target supporting the needs of specific sub-groups (ELL, SED, SWD, Homeless, etc).</li> <li>• progress monitor, score, and analyze their results on formative and summative assessments to help guide their instruction and create opportunities for additional support for students at-risk in academic goals.</li> </ul>	<p>Certificated stipends/extra duty for leadership and vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior) 1000-1999: Certificated Personnel Salaries LCFF 6,000</p> <p>Professional Development &amp; Collaboration - substitutes to release teachers to plan/implement effective instructional strategies targeting areas for growth 5000-5999: Services And Other Operating Expenditures LCFF 5,500</p> <p>Professional Development &amp; Collaboration - stipends for extra duty to plan/implement effective instructional strategies targeting areas for growth 5000-5999: Services And Other Operating Expenditures LCFF 40,000</p> <p>Release time/substitutes- Data Analysis &amp; UDL Collaboration (targeted student groups) 5000-5999: Services And Other Operating Expenditures</p>	<p>Certificated stipends/extra duty for leadership and vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior) 1000-1999: Certificated Personnel Salaries LCFF 5,250</p> <p>Professional Development &amp; Collaboration - substitutes to release teachers to plan/implement effective instructional strategies targeting areas for growth 5000-5999: Services And Other Operating Expenditures LCFF 5,500</p> <p>Professional Development &amp; Collaboration - stipends for extra duty to plan/implement effective instructional strategies targeting areas for growth 5000-5999: Services And Other Operating Expenditures LCFF 11,205</p> <p>Release time/substitutes- Data Analysis &amp; UDL Collaboration (targeted student groups) 5000-5999: Services And Other Operating Expenditures</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 6664	Title I 4938
<p>Supplemental instructional and technology supplies (including, but not limited to: headphones, classroom manipulatives, leveled readers, decodable texts, science materials, ELMOs, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc.</p>	<p>The purchase of Supplemental Instructional Supplies: classroom manipulatives leveled readers decodable texts science materials teacher instructional materials</p> <p>Purchased Technology Supplies: ELMOs toner projector bulbs headphones/earbuds teacher technology instructional devices technology devices for student use laptops printers poster maker die-cut machine</p>	<p>purchase materials, books, supplies, technology and other needed instructional items to enhance instruction in core content areas 4000-4999: Books And Supplies LCFF 50,000</p> <p>Supplemental Literacy Supplies &amp; Materials for intervention (based on Science of Reading research) 4000-4999: Books And Supplies Title I 10,000</p> <p>Library Books that support Literacy Development (leveled reading) 4000-4999: Books And Supplies Title I 8,036</p>	<p>purchase materials, books, supplies, technology and other needed instructional items to enhance instruction in core content areas 4000-4999: Books And Supplies LCFF 39,514</p> <p>Supplemental Literacy Supplies &amp; Materials for intervention (based on Science of Reading research) 4000-4999: Books And Supplies Title I 3,185</p> <p>Library Books that support Literacy Development (leveled reading) 4000-4999: Books And Supplies Title I 6,040</p>
<p>Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and training. Professional development opportunities include, but are not limited to: Consultants, RCOE PD opportunities, Science, Math, Leadership, SOR, Writing, and UDL</p>	<p>Areas of professional development were identified through survey results, collaboration with the building leadership team, and participation in PLC's. Professional Development growth opportunities include:</p> <p>Coaching/Consultation with Marsha Boring The Reading League Literacy Summit 2024 Riverside County Office Education</p>	<p>Consultants and training focused on increasing instructional rigor 5000-5999: Services And Other Operating Expenditures LCFF 2,500</p> <p>Conferences and training focus on research on best instructional practices and increasing instructional rigor 5000-5999: Services And Other Operating Expenditures Title I</p>	<p>Consultants and training focused on increasing instructional rigor 5000-5999: Services And Other Operating Expenditures LCFF 2,250</p> <p>Conferences and training focus on research on best instructional practices and increasing instructional rigor 5000-5999: Services And Other Operating Expenditures Title I</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>High-Impact Math Planning with Bridges            Leadership Development            Science of Reading            Writing Strategies            UDL</p>	<p>20,000</p>	<p>10,730</p>
<p>Supplemental Instructional and Technology Supplies: subscriptions, online e-subscriptions and software licenses to increase rigor and support student learning in the core subjects (math, ELA, science, social studies, PE). Licenses and on-line subscriptions include, but are not limited to: Lap tracker, Learning Dynamics, math supplemental programs</p>	<p>The following supplemental instructional and technology supplies were purchased to help increase the rigor and support of student learning in core subject areas (math, ELA, science, social studies, PE):</p> <p>subscriptions/online e-subscriptions:            Lap Tracker            Learning Dynamics            math supplemental programs.</p>	<p>Supplemental instructional materials, including online e-subscriptions and software licenses            5000-5999: Services And Other Operating Expenditures            LCFF            10,000</p>	<p>Supplemental instructional materials, including online e-subscriptions and software licenses            5000-5999: Services And Other Operating Expenditures            LCFF            1,409</p>
<p>Bilingual personnel support members will be provided to teachers to assist in the areas of ELD materials implementation support, communication/translation with parents and students, presentation of materials to students, assisting classroom teachers with instructional strategies, materials and resources.</p>	<p>Two bilingual personnel support members have provided support and assisted with actively assisting with implementing ELD materials, communicating/translating with parents and students, presenting materials to students, and aiding classroom teachers with instructional strategies, materials, and resources.</p>	<p>Bilingual support for students across subject areas focuses on helping the students understand the learning that the teacher is teaching.            2000-2999: Classified Personnel Salaries            LCFF            54,959</p> <p>benefits/fringes            3000-3999: Employee Benefits            LCFF            37,752</p> <p>extra duty- salary</p>	<p>Bilingual support for students across subject areas with a focus on helping the students understand the learning that the teacher is teaching.            2000-2999: Classified Personnel Salaries            LCFF            58,861</p> <p>benefits/fringes            3000-3999: Employee Benefits            LCFF            37,752</p> <p>extra duty- salary</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries LCFF 4,500	2000-2999: Classified Personnel Salaries LCFF 3,112
		extra duty- fringes 3000-3999: Employee Benefits LCFF 961	extra duty- fringes 3000-3999: Employee Benefits LCFF 961

## Analysis

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

The use of paraprofessional support greatly enhanced our reading intervention program, enabling us to cater to more students and significantly narrow the achievement gap in reading skills and comprehension. Both teachers and students responded positively to professional development and coaching aimed at fostering collaboration and implementing innovative strategies within our curricula. We plan to sustain our efforts by allocating additional release time for teachers to observe, collaborate, and exchange best practices, leading to a notable improvement in student academic progress and teachers' adherence to rigorous instruction standards. Furthermore, we provided release time for new teachers and those interested in observing specific academic areas in other classrooms, facilitating follow-up lessons with the support of our academic coach.

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

A couple of grade levels did not participate in school funded field trips due to a variety of reasons. We also over budgeted for professional development planning to offer it for all staff but learned that not all staff were interested in after work opportunities so we had to embed some coaching and collaboration opportunities within PLC to meet their needs and support student learning.

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.

Moving forward, the release time allocated for teachers will shift its emphasis from acquiring new strategies to prioritizing collaboration and planning, enabling educators to effectively implement the strategies and skills acquired during professional development sessions. Additionally, we will persist in providing materials and supplies in accordance with feedback from site staff and the specific needs of students identified through our tiered approach. To streamline operations, we will consolidate certain actions and adjust funding allocations based on comprehensive evaluations of changes and insights gained into the needs of our staff and students throughout the year.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## 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 - 51 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- 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 Knowledge and Fairness of Discipline, Rules, and Norms- 73% Sense of Belonging (School Connectedness)- 74% Climate of Support for Academic Learning- 76% Safety- 79% LCAP- 81%
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) -76% Hispanic (Hisp) - 76% 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 Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site. 74% (Based on Panorama Sense of Belonging - School Connectedness Survey)  Key Student Groups: Hispanic: 76% White: 60% Two or More Races/Ethnicities: 50%

**Metric/Indicator****Expected Outcomes****Actual Outcomes****Strategies/Activities for Goal 2**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>Secure (continue to secure) the supplemental services of classified support staff to help in maintaining school learning and academic learning for students. These extra duties may include: providing childcare/supervision, interpreting at conferences, back-to-school nights, open houses, family nights, etc. School staff will solicit parents &amp; community members to volunteer, providing support to students, teachers, and the school as a whole. Parents and community members will continue to be encouraged to participate on school committees to provide feedback/suggestions to school operations and procedures.</p>	<p>The school has ensured ongoing support services from classified staff to maintain learning environments by: providing childcare supervision interpretation during various school events.</p> <p>Additionally, the school has recruited volunteers from parents and the community to assist students, teachers, and overall school activities.</p> <p>Parents and community members have been are encouraged to participate in school committees (Site Council, ELAC, PTA) and participate in school survey's to offer feedback and suggestions for improving school operations.</p>	<p>Extra duty to provide translation services and childcare opportunities (Salary) 2000-2999: Classified Personnel Salaries LCFF 3,000</p> <p>Translation services and childcare opportunities (Fringes) 3000-3999: Employee Benefits LCFF 1,500</p>	<p>Extra duty to provide translation services and childcare opportunities (Salary) 2000-2999: Classified Personnel Salaries LCFF 942</p> <p>Translation services and childcare opportunities (Fringes) 3000-3999: Employee Benefits LCFF 200</p>
<p>Administration and school staff will engage parents in ongoing/updated communication and activities. Administration and school staff will participate and seek to partner with community groups and members to mutually</p>	<p>The administration and school staff prioritized effective communication with parents and engaged with the community to benefit students and the community through:</p> <ul style="list-style-type: none"> <li>Ongoing communication with parents using</li> </ul>	<p>Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures</p>	<p>Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication and target student needs.	various channels of communication <ul style="list-style-type: none"> <li>• Canva was used to design communication materials</li> <li>• Parent Square was provided by the district</li> <li>• SMORE subscription was used to create monthly newsletters and keep families informed.</li> </ul>	Title I 1,000	Title I 195
Administration and staff in partnership with SSC, ELAC and PTA will provide Parent Education Trainings to address areas of identified focus (ie, mental health, home/school connection, literacy, science, math, etc.) Training for parents may occur through consultants, workshops, conferences and other activities.	Administration and staff in partnership with SSC, ELAC and PTA have provided: Parent Education Trainings to address areas of identified focus (ie, mental health, home/school connection, literacy, science, math, etc.)  Training for parents may occur through consultants, workshops, conferences and other activities.	Purchase materials/ supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,000	Purchase materials/ supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,057
		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 2,057	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 1,350
		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 3,071	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 2,800



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide opportunities for parents to communicate &amp; collaborate with MTSS school teams on instructional programs/interventions to support their students' needs. Provide release time by a substitute and/or stipends for teachers to plan for &amp; participate in these additional meetings.</p>	<p>The school has provided opportunities for parents to engage and cooperate with MTSS school teams regarding instructional programs and interventions aimed at meeting their students' needs by providing release time by a substitute and/or stipends for teachers to plan for &amp; participate in these SST, IEP, behavior team collaboration meetings.</p>	<p>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 20,000</p>	<p>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 17,550</p>
<p>Purchase and train students to implement student planners as part of the home-school communication connection, while helping students develop positive study habits that will help them track academic goals, assignments and completion of instructional tasks.</p>	<p>The school purchased planners as part of the home-school communication connection in grades  grades?  This helped students develop organizational skills, strengthen positive study habits, track their academic goals and assignments.</p>	<p>Academic Planners and associated materials &amp; supplies to assist students &amp; families with implementation 4000-4999: Books And Supplies LCFF 1,000</p>	<p>Academic Planners and associated materials &amp; supplies to assist students &amp; families with implementation 4000-4999: Books And Supplies LCFF 860</p>

## Analysis

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

We've maintained the use of classified support staff to enhance parent communication and collaboration in instructional programs, effectively bridging communication gaps at conferences, back-to-school nights, open houses, family nights, and similar events. All classified personnel, including secretaries, clerks, classroom aides, and custodians, have been involved in this effort. As a result, there's been an increase in parental volunteering and committee participation across the school. Additionally, BWES staff have employed various communication methods such as email, the school website, Class Dojo, and FACES activities in collaboration with the PTA and Family and Community Engagement Specialist. These activities include events like the Fall Festival, Bobcat Movie Nights, Community Clean Up, and ELAC Family Activities, aimed at enhancing school engagement and volunteerism. We've also continued to partner with the Family Center and the Family and Community Engagement Specialist to deliver training and additional support based on parent requests.

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

After purchasing planners for students, we recognized the importance of developing and instructing both students and parents in effective systems and routines to maximize their use and cultivate positive study habits that can be carried forward into future grades, enhancing academic success. Consequently, we found that we didn't require as much funding allocated for translation services, as we were able to frequently utilize our staff during school hours to fulfill this need. However, translation services remain a crucial aspect for future actions, offering additional avenues to foster engagement. While we continue to encounter challenges in re-engaging parents in academic-focused activities beyond parent conferences, we've observed significantly higher participation in school events that are family-oriented and entertainment-driven.

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

We will continue to partner with PTA and the Family and Community Engagement Specialist (FACES) to increase parent, student, and community connectiveness. Next year we want to work with our CKH process champions and teachers to increase family connectedness by expanding our focus to include Capturing Family Hearts throughout the year.



























# Annual Review and Update





SPSA Year Reviewed: 2023-24

## Goal 3 – Safe and Healthy Learning Environment

The ultimate attendance goal in the Palm Springs Unified School District is for all students to attend school every day. There is a definite link between attendance and academic achievement. Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the regular 2021-22 school year. Bubbling Wells students will be educated in a safe and drug-free learning environment using the resources and programs identified by the District. The school will provide instruction and reinforcement for the characteristics of respectful, responsible and safe behavior for 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) - 89.8%																																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>29%</td> <td>Decline Significantly -3.2%</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>25%</td> <td>Decline Significantly -3.6%</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>29%</td> <td>Decline Significantly -3.8%</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>29%</td> <td>Decline Significantly -3.4%</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>36%</td> <td>Decline Significantly -5.8%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	29%	Decline Significantly -3.2%	EL	Yellow	25%	Decline Significantly -3.6%	Hisp	Yellow	29%	Decline Significantly -3.8%	AA	No Performance Color			SED	Yellow	29%	Decline Significantly -3.4%	SWD	Yellow	36%	Decline Significantly -5.8%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>43.7% Chronically Absent</td> <td>Increased Significantly 11.5</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>41.5% Chronically Absent</td> <td>Increased Significantly 12.9</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>43.2% Chronically Absent</td> <td>Increased Significantly 10.4</td> </tr> <tr> <td>AA</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td> Red</td> <td>43.6% Chronically Absent</td> <td>Increased Significantly 11.2</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>53.8% Chronically Absent</td> <td>Increased 11.9</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	43.7% Chronically Absent	Increased Significantly 11.5	EL	 Red	41.5% Chronically Absent	Increased Significantly 12.9	Hisp	 Red	43.2% Chronically Absent	Increased Significantly 10.4	AA				SED	 Red	43.6% Chronically Absent	Increased Significantly 11.2	SWD	 Red	53.8% Chronically Absent	Increased 11.9
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Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Green	1%	Maintain		Orange		
	AA	No Performance Color			Hisp	 Orange	1.5% suspended at least one day	Increased 0.5
	SED	Green	1%	Maintain	AA		0% suspended at least one day	Maintained 0
	SWD	Green	2.5	Decline .5%	SED	 Orange	1.8% suspended at least one day	Increased 0.7
					SWD	 Green	2.5% suspended at least one day	Declined -0.5
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)- NA 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)- NA 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: 83% Hisp: 75% SWD: 72%				Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 70% EL: 71% AA: NA Hisp: 70% SWD: 70%			
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: 75% EL: 68% AA: 80% Hisp: 75% SWD: 70%				Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 67% EL: 69% AA: NA Hisp: 68% SWD: 68%			
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results				100% Williams Facilities Inspection Results			

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>All staff will utilize a combination of SEL Lessons (Second Step), Pyramid of Success &amp; Capture Kids Hearts to teach expectations and positive character traits. Positive tiered behavior systems will be continued/further developed to encourage and acknowledge students meeting behavioral expectations throughout the day. Additional instructional materials that reflect these ideals will be purchased as needed for grade-level/classroom use. Administrators and teachers will provide SEL and academic rewards for students that include but are not limited to: student of the month awards, trimester awards, student store, and student celebrations.</p>	<p>The staff is using different methods to help students behave well and develop good character. They're using lessons from programs like Second Step, the Pyramid of Success, and Capture Kids Hearts to teach kids how to act and be kind. They're also creating systems to reward students for good behavior throughout the day. They'll buy more teaching materials that match these ideas if needed. They're giving out awards and prizes like student of the month, trimester awards, and celebrations to encourage students to do well in behavior and schoolwork.</p>	<p>SEL/CKH/PBIS Materials &amp; Awards to enhance learning 4000-4999: Books And Supplies LCFF 4,000</p> <p>Expectations posters and supplemental support materials to enhance learning 4000-4999: Books And Supplies LCFF 2,500</p>	<p>SEL/CKH/PBIS Materials &amp; Awards to enhance learning 4000-4999: Books And Supplies LCFF 0</p> <p>Expectations posters and supplemental support materials to enhance learning 4000-4999: Books And Supplies LCFF 1,300</p>
<p>Six (6) Supervision Aides to maintain consistent student supervision on campus.</p>	<p>We have maintained Six (6) Supervision Aides to maintain consistent student supervision on campus.</p>	<p>Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 35,450</p> <p>Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 14,131</p> <p>Extra duty coverage (salary &amp; benefits)</p>	<p>Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 37,108</p> <p>Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 14,131</p> <p>Extra duty coverage (salary &amp; benefits)</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries LCFF 4,000	2000-2999: Classified Personnel Salaries LCFF 1,000
<p>To increase student engagement and attendance, the school will monitor and celebrate students/classes/parents who increase targeted attendance and overall student engagement through student recognition programs and awards. Parents and families will be encouraged to work with &amp; help students meet the established whole group and individual goals that are set to develop positive attendance habits. Awards may include, but are not limited to: certificates, class and individual student rewards.</p>	<p>We have held monthly celebrations and recognition events throughout the year for students who are meeting the established goals. Including students who have individualized goals that reflect their individual needs identified through the SART and SARB process.</p>	<p>Student recognition 4000-4999: Books And Supplies LCFF 1,000.00</p>	<p>Student recognition 4000-4999: Books And Supplies LCFF 1,000</p>
<p>Capturing Kids Hearts Training and Coaching - experiential training and expert coaching of the Capturing Kids Hearts research-based process to improve school performance and safety (strengthened school connectedness, decrease in discipline referrals, increased attendance, reduced negative behaviors, improved academic performance). The training includes a character-based curriculum for students (including personalized support) that will allow teams to build meaningful, productive relationships with every student and colleague; use the</p>	<p>We have had a successful year training most staff during two provided training opportunities and maintaining the focus on these practices with mini-PD during staff meetings. Monthly coaching with administration allowed us to effectively develop our process champions, who are helping lead the development of these processes and practices schoolwide.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CKH EXCEL teaching model to create safe, effective learning environments for learning, develop self-managing, high-performing classrooms, using team building skills and Social Contract, techniques for dealing with conflict, negative behavior, and disrespect issues.</p> <p>Pilot program and salaries to be paid by district funds.</p>			
<p>The Behavior Paraprofessional will focus on positive behavior interventions for students who are eloping or disrupting the classroom learning environment. The behavior para will support tier 2/3 students both inside and outside the classroom based on the goals to address the functions of the behavior identified through the data based MTSS process. Opportunities to learn positive behavior skills will occur based on student need, which may include: in the classroom and recess activities (proactive social skills focus) Support in the classroom may include: check-in/check-out support, providing short-term breaks, redirecting student behavior and focusing on learning. In addition to other responsibilities, the behavior paraprofessional will be focused on the connection to parents through conferences and phone calls and will attend SST</p>	<p>The addition of our behavior paraprofessional has allowed us to expand the implementation of our check in check out system and other tier 2 and tier 3 behavior support with fidelity. Overall student behavior has improved and it has been noted that we have less students needing tier 3 support with the systems of support that we have been able to implement.</p>	<p>Paraprofessional Behavior (7hour) - salary 2000-2999: Classified Personnel Salaries Title I 31,570</p>	<p>Paraprofessional Behavior (7hour) - salary 2000-2999: Classified Personnel Salaries Title I 31,570</p>
		<p>Paraprofessional Behavior (7hour) - fringes 3000-3999: Employee Benefits Title I 29,962</p>	<p>Paraprofessional Behavior (7hour) - fringes 3000-3999: Employee Benefits Title I 29,962</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>meetings for students they support. The goal is to give the student the feeling that the "village" is supporting the students' efforts at improvement and connection within the school.</p>		<p>Contracted MH Services - JFS contract 5000-5999: Services And Other Operating Expenditures Title I 30,000</p>	<p>Contracted MH Services - JFS contract 5000-5999: Services And Other Operating Expenditures Title I 25,000</p>
<p>Contract Mental Health Services through Jewish Family Services to provide approximately 2 additional days weekly throughout the year of Mental Health support for students identified through the MTSS process. Focus of this action will be to supplement and provide social-emotional skills and strategies for students to better focus on learning and support the overall connection with school and a classroom environment focused on learning at high levels.</p>	<p>The addition of the extra 2 days a week of MH support and services has allowed us to expand our SEL team to better meet the needs of our students. The data from this expansion has shown that students are progressing in SEL goals and meeting expectations at a regular basis when they are receiving the additional support. This has allowed them to better access learning in the classroom because their other needs are being meet effectively.</p>		

## Analysis

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

We've enhanced student engagement, connectedness, and attendance rates by prioritizing positive relationships, clear expectations, and goal recognition. Investing in resources like Behavior Expectations posters and personalized attendance targets has reduced chronic absences. Increasing meetings with families through our Student Attendance Review Team (SART) has been effective. We've maintained six Supervision Aides for consistent student supervision and safety while focusing on skill development for positive behavior management through weekly PLC time. This year, our notable adjustments included adding a behavior paraprofessional and contracted MH services, which positively impacted our learning environment. We have expanded our ability to support our students' mental health and social-emotional support by partnering with JFS to provide additional services for small groups and individuals dealing with trauma, thus improving their ability to engage in learning. The SEL team dedicated to tier 2 and 3 students has greatly benefited our school community, and we aim to sustain this support. We'll continue implementing practices from the Capture Kids Hearts program to address attendance and strengthen home-school connections.

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

We have met our intended implementation and expenditures overall and the personnel and services we have provided have had a positive impact on our learning environment.

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

We do not plan any major changes to this plan at this time because of the success that we have seen with these actions in supporting a safe school environment, improved attendance and overall connectedness reported by students. If anything we would want to expand these services and supports to reach the needs of more students.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

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.

### LCAP Goal

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

### Identified Need

1. The Fall 2023 California School Dashboard indicates overall school performance in the Low-performance level in ELA and the Low-performance level in Math. This suggests a primary need for continued improvement in tier 1 instruction in both subject areas, with plans for intervention to supplement.
2. All student groups are performing below standard; however, our English Learners and Students with Disabilities remain the target groups that have made the most minor progress from the prior year.
3. Hispanic student groups are performing at a low status below standard in both ELA & Math. This is one of the largest student groups that saw an increase in both ELA & math achievement, bringing them up to a yellow status on the dashboard.
4. SWD outcomes are increasing at a lesser rate in ELA than in the “All Students” group, but made significant gains in math last year, indicating positive movement with the strategies & approaches used in Math instruction but a need to target literacy instruction for this student group.
5. Although overall, most student groups' Star test results improved through the 2023-24 academic year, student group placements will likely remain at low or very low-status levels.
6. In Star Reading results, SWD reported potential proficiency rates of 13% compared to the district average of 12.2%.
7. In Star Math results, SWD reported potential proficiency rates of 14.1% compared to the district average of 11.1%.
8. ELPI results identify that over 67.5% of our English learners did not make adequate progress toward English proficiency in their ELPAC results (< 1-year growth).
9. Our EL proficiency rate for the school is 47.2% compared to the district average of 45.2%
10. 14.4% (an increase of 4.9%) of our students performed at the Standard Met or Standard Exceeded level on the CAST (Science).
11. Our 3rd-grade students are performing with 20% Meeting or Exceeding. This is below 22.9% of the 4th graders who performed at meeting or exceeding and above the 29.9% of 5th graders who performed meeting or exceeding in 2022-23.

### Measuring and Reporting Results

**Metric/Indicator**

**Baseline**

**Expected Outcome**









**Metric/Indicator**

**Baseline**







**Expected Outcome**

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	69.2 points below standard	Maintained 0 points
EL	 Red	91.2 points below standard	Decreased Significantly -19 points
Hisp	 Yellow	65 points below standard	Increased +3.7 points
AA			Less than 11 Students
SED	 Orange	68.8 points below standard	Maintained +1.3 points
SWD	 Red	152.2 points below standard	Maintained - 1 points

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

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	 Yellow	89.8 points below standard	Increased +4.1 points
EL	 Red	105.1 points below standard	Decreased - 12.3 points
Hisp	 Yellow	87.1 points below standard	Increased +6.3 points
AA			Less than 11 Students
SED	 Yellow	89.4 points below standard	Increased +4.9 points
SWD	 Orange	158.1 points below standard	Increased Significantly +32.8 points

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
SED	Yellow	86 points below standard	Increase +3 points
SWD	Orange	155 points below standard	Increase +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

Metric/Indicator	Baseline			Expected Outcome		
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		
	English Learner Progress Indicator	 Yellow	43.2%		English Learner Progress Indicator	Yellow
						43.2 points above standard
						Increase +3 points
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% 3rd - 6.2% 4th - 17.8% 5th - 24.8%			English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - KN - 0% 1st - 0% 2nd - 0% 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 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 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

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, TOSA and teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Student engagement and enrichment opportunities (TK/5th)

### Strategy/Activity 2

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.

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

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

### Timeline

7/1/2024 - 6/30/2025

## Person(s) Responsible

Admin, TOSA and Reading Intervention teacher

## Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 3

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.

## Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:  
Homeless

## Timeline

7/1/2024 - 6/30/2025

## Person(s) Responsible

Administrators, TOSA and Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated stipends/extra duty for collaboration & planning evidence based strategies
<b>Amount</b>	6,482
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time/substitutes- Data Analysis & UDL collaboration & planning (targeted student groups)
<b>Amount</b>	14,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional Development & Collaboration - stipends for professional development/collaboration on effective instructional strategies targeting areas for growth

## Strategy/Activity 4

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 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.

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

All

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, TOSA and teachers

### Proposed Expenditures for this Strategy/Activity

Amount	35,028
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional materials and supplies to enhance instruction in core content areas
Amount	8575
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for teachers and classified staff for professional development and student instruction.

### Strategy/Activity 5

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 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.

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

All

## Timeline

7/1/2024 - 6/30/2025

## Person(s) Responsible

Administrator, TOSA, and Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Consultants and other professional development opportunities aligned with evidence-based instructional practices
<b>Amount</b>	8,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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
- Low Income
- Specific Student Groups:
  - Intensive and Strategic leveled reading groups

## Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, TOSA and teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	52840
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual support (salary)
<b>Amount</b>	36,017
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Bilingual support (benefits/fringes)
<b>Amount</b>	4,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual support (salary) - extra duty
<b>Amount</b>	1,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Bilingual support (benefits/fringes) - extra duty

### Strategy/Activity 7

Bubbling Wells will assign a bilingual paraprofessional, under the direction of the TOSA, to small group intervention of the EL target group.



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

English Learner

**Timeline**

November 15, 2024 through June 30, 2025

**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 51 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 - 100 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	

## Planned Strategies/Activities

### Strategy/Activity 1

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.

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

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

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, TOSA, Teachers and all school staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	School Connectedness - Extra duty to support family engagement in learning and activities (salary/fringes)
<b>Amount</b>	1,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Subscriptions to enhance communication & reprographics (ie SMORE, CANVA, reprographics, etc.)
<b>Amount</b>	1,000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and Supplies to support support family engagement in learning and activities
<b>Amount</b>	1,657
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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

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.

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

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:  
Homeless, Chronic Absentees, Students struggling academically, socially, emotionally and/or behaviorally.

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, school staff, parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19,840
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	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

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 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.

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

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

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, school staff, parents

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials & Supplies to assist students & families.
<b>Amount</b>	313
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	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 is 89.8% for this school year, an increase of 1.6% compared to last year. We aim to achieve a 93% attendance rate as we strive to return to pre-pandemic attendance levels and grow from there.

The chronic absenteeism rate is 41.2% this school year, which is a decrease from last year's 50.6%; however, this continues to be an area of need.

Based on Panorama Survey results, 56% of all students felt safe at school, and 70% of students responded favorably regarding knowledge and fairness of discipline, rules, and norms.

Based on Panorama Survey results for a climate of support for academic learning, 67% of all students felt connected to the school.

More students are experiencing trauma and social-emotional-related concerns that are impacting social skills, behavior, attendance, and their ability to focus on learning while in class.

Other means of correction have lowered the incidents of suspension/expulsion, though we are continuing to work with individual students and families to decrease the 1.7% suspension rate and maintain the 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%

**Metric/Indicator**

**Baseline**

**Expected Outcome**

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
All	Red	43.7% Chronically Absent	Increased Significantly 11.5
EL	Red	41.5% Chronically Absent	Increased Significantly 12.9
Hisp	Red	43.2% Chronically Absent	Increased Significantly 10.4
SED	Red	43.6% Chronically Absent	Increased Significantly 11.2
SWD	Red	53.8% Chronically Absent	Increased 11.9

St. Group	Color	DFS/Percentage	Change
All	Red	40.7% Chronically Absent	Decrease -3 points
EL	Red	38.5% Chronically Absent	Decrease -3 points
Hisp	Red	40.2% Chronically Absent	Decrease -3 points
SED	Red	40.6% Chronically Absent	Decrease -3 points
SWD	Red	50.8% Chronically Absent	Decrease -3 points

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

St. Group	Color	DFS/Percentage	Change
All	Orange	1.7% suspended at least one day	Increased 0.7
EL	Orange	1.5% suspended at least one day	Increased 1.2
Hisp	Orange	1.5% suspended at least one day	Increased 0.5
AA		0% suspended at least one day	Maintained 0
SED	Orange	1.8% suspended at least one day	Increased 0.7
SWD	Green	2.5% suspended at least one day	Declined - 0.5

St. Group	Color	DFS/Percentage	Change
All	Orange	1.4% suspended at least one day	Decrease 0.3
EL	Orange	1.2% suspended at least one day	Decrease 0.3
Hisp	Orange	1.2% suspended at least one day	Decrease 0.3
SED	Orange	1.5% suspended at least one day	Decrease 0.3
SWD	Green	2.2% suspended at least one day	Decrease 0.3

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

Panorama Survey - School Safety  
 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%

Expulsion Rates

Expulsion Rates

Expulsion Rates



Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%	All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%
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

- English Learner
- Students with Disabilities
- All
- Specific Student Groups:  
Homeless and foster and white.

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration and school staff

### Proposed Expenditures for this Strategy/Activity

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

All

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Principal, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	39,008
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Supervision Aides (salary)
<b>Amount</b>	15,230
<b>Source</b>	LCFF
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Supervision Aides (fringes/benefits)
<b>Amount</b>	4,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	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

- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:  
Tier 2 & 3 students identified with SEL &/or behavior needs that require additional supports for success

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

Amount	30,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Contract MH services through JFS to provide approximately 2 additional days weekly 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

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:  
Chronic Absentees

### Timeline

7/1/2024 - 6/30/2025

### Person(s) Responsible

Administration, Certificated and Classified staff members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	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

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- Specific Student Groups:  
Tier 2 & 3 students identified with SEL &/or behavior needs that require additional supports for success

**Timeline**

7/1/2024 - 6/30/2025

**Person(s) Responsible**

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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	38,753
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Paraprofessional Behavior support (7hour) - salary
<b>Amount</b>	32,200
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Paraprofessional Behavior support (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**

7/1/2024 - 6/30/2025

**Person(s) Responsible**

Principal and Assistant Principal.

**Proposed Expenditures for this Strategy/Activity**

**Amount**

3026

**Source**

Title I

**Budget Reference**

4000-4999: Books And Supplies

# Centralized Services for Planned Improvements in Student Performance

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

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction.	6,083	Title II

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF



<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	\$154,218
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$433,897.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	151,249	0.00
Title I Part A: Parent Involvement	2,970	0.00
LCFF	279,678	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	\$151,249.00
Title I Part A: Parent Involvement	\$2,970.00

Subtotal of additional federal funds included for this school: \$154,219.00

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	\$279,678.00

Subtotal of state or local funds included for this school: \$279,678.00

Total of federal, state, and/or local funds for this school: \$433,897.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	279,678.00
Title I	151,249.00
Title I Part A: Parent Involvement	2,970.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,139.00
2000-2999: Classified Personnel Salaries	170,769.00
3000-3999: Employee Benefits	97,707.00
4000-4999: Books And Supplies	54,442.00
5000-5999: Services And Other Operating Expenditures	41,840.00
5800: Professional/Consulting Services And Operating Expenditures	35,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	26,000.00
2000-2999: Classified Personnel Salaries	LCFF	109,063.00
3000-3999: Employee Benefits	LCFF	56,247.00
4000-4999: Books And Supplies	LCFF	41,528.00
5000-5999: Services And Other Operating Expenditures	LCFF	41,840.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	6,482.00
2000-2999: Classified Personnel Salaries	Title I	61,706.00
3000-3999: Employee Benefits	Title I	41,460.00
4000-4999: Books And Supplies	Title I	11,601.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,657.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,313.00

# 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				
Tanya Torres				X	
Stacey LeClair				X	
Janet Cardoso				X	
Ezequiel Flores				X	
Halie Sievers				X	
Susana Leon			X		
Jackie Collins-Schmitt		X			
Kris Woody		X			
Alicia Lind		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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



# Recommendations and Assurances

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

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

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

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


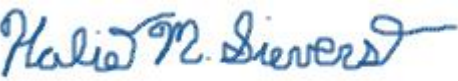
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: BW Leadership Team (Grade Level Leads)

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 October 22, 2024.

Attested:

	Principal, Mr. Shane Foust on 5/13/24
	SSC Chairperson, Halie Sievers on 5/13/24

# Title I and LCFF Funded Program Evaluation

**Goal #1:**  
 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.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
<p>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.</p> <p>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.</p>			
<p>If we assign classroom paraprofessional aides to support tier 2 &amp; 3 instructional interventions, mainly focusing on foundational and other literacy skills, then students</p>			



<p>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.</p> <p>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.</p>			
<p>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.</p> <p>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.</p>			
<p>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</p>			

<p>potential barriers while 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.</p> <p>Monitoring Metrics: The effectiveness of this strategy will be measured by student academic performance improvement using local and state assessment results.</p>			
<p>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 continuous learning, benefiting educators and students alike.</p> <p>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.</p>			
<p>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</p>			

<p>in all content areas while creating a more inclusive and supportive learning environment for all students.</p> <p>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.</p>			
<p>Bubbling Wells will assign a bilingual paraprofessional, under the direction of the TOSA, to small group intervention of the EL target group.</p>			

**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.

<p><b>Actions/ Activities (Strategies)</b></p>	<p><b>What is working and why? (Effective indicators)</b></p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p><b>What is not working and why? (Ineffective indicators)</b></p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p><b>Modification(s) based on evaluation results</b></p> <p><i>Continue or discontinue and why?</i></p>
<p>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.</p> <p>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.</p>			
<p>If we offer opportunities for parents to communicate and collaborate with school personnel supporting their students, then we can ensure comprehensive support and</p>			

<p>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.</p> <p>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.</p>			
<p>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 school while fostering students' organizational skills and accountability, ensuring habits that consistently support their academic success.</p> <p>Monitoring Metric: The effectiveness of this action will be monitored through student use of the established organizational strategies and increased home/school communication.</p>			

**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.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>

<p>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.</p> <p>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.</p>			
<p>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.</p> <p>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.</p>			
<p>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.</p>			

<p>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.</p>			
<p>If we continue training &amp; 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.</p> <p>This is the second year of this district-funded program, and district funds will continue to fund training and salaries.</p> <p>The site will fund additional support to supplement the basic training/coaching program the district provides.</p> <p>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.</p>			
<p>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</p>			

<p>needs. This includes focusing on proactive social skills during classroom and recess activities.</p> <p>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.</p>			
<p>Bubbling Wells will implement a Saturday School to enhance student learning and provide targeted support for academic improvement.</p>			

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Purpose and Description

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



## Purpose

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

## Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies/Activities**

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## Annual Review

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

- i. strengthen the academic program in the school,
  - ii. increase the amount and quality of learning time, and
  - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
  - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
  - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
  - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
  - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its 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](mailto: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/guidanceuseinvestment.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/guidanceuseinvestment.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/>

Developed by the California Department of Education, January 2049

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