School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Bubbling Wells Elementary School
Address	67501 Camino Campanero Desert Hot Springs, CA 92240
County-District-School (CDS) Code	33-67173-6111025
Principal	Mrs. Jennifer Geyer
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2023 - 6/30/2024
Schoolsite Council (SSC) Approval Date	October 25, 2023
Local Board Approval Date	December 12, 2023

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

All members of Bubbling Wells Elementary School will work collaboratively as a learning community to ignite individual passion to support academic achievement and social emotional well-being as we promote a diverse, scholarly society that shares strong interpersonal connections and mutually respectful relationships.

School Profile

Bubbling Wells Elementary School is one of sixteen elementary schools in the Palm Springs Unified School District. We are a Gold Ribbon School, recognized for our RtI&I model which has been refined each year to reflect the current needs of our students. Bubbling Wells opened in the fall of 1992. Located just south of the city limits of Desert Hot Springs, school attendance boundaries include the county areas of the city of Desert Hot Springs as well as students from the town of Desert Hot Springs. Our school enrollment has declined slightly over the past few years. We currently serve approximately 680 students in grades Transitional Kindergarten through Fifth Grade. 95.1% of our students receive free and reduced lunch and 47.6% are designated as English Language Learners. Bubbling Wells will remain on a 2-1-2 weekly calendar this school year. This means that every Wednesday, the students will be released early so that administration and teachers can attend professional development opportunities, student data meetings, grade-level collaboration, and faculty meetings. The time set aside every Wednesday will be from 12:30 p.m. until 2:30 p.m.

The staff and community of Bubbling Wells have developed several goals for the purpose of increasing proficiency levels for all students. Our goals include:
(1) Having all students actively engaged in learning during the instructional day; (2) Building teacher capacity to engage students by using specific, and targeted learning strategies; (3) Extend learning time and active engagement of students through technology; (4) Utilize formative and summative benchmark assessments to gauge students' learning needs, as well as achievement levels and plan instruction based on those needs to assist students in mastering the rigor of the standard; & (5) Targeting students for interventions in reading and mathematics to provide additional scaffolds and supports to bridge learning gaps that may exist.

School-wide programs include:

We provide a Structured English Immersion program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. At a minimum, students are offered a structured, sequential English Language Development (ELD) program and access to grade-level academic subject matter content.

Our Transitional Kindergarten and Kindergarten programs are full-day. Students are instructed in building phonics and phonemic awareness, fluency, vocabulary, comprehension, writing, and mathematics. Instructional strategies are supported through Foundational Skills Routines which are implemented through second grade. Professional development for teachers and instructional reinforcement of learned academics in reading, writing, and mathematic skills are a part of the full program TK-5th.

Students identified as Gifted and Talented are served through our GATE cluster program in grades 3-5. Students in these grades are placed with teachers who are either GATE certified or participating in training in GATE instructional strategies. All third-grade students are blanket tested to determine GATE identification.

For Special Education students, we have five special day classes spanning Early Childhood through grade 5 that service our students with mild to moderate special education needs that cannot be met in the general education classroom. RSP support is provided for all students on IEPs who meet the criteria for needing special education services while the majority of their needs can be met in the general education classroom setting. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. The Resource Specialist supports students through collaboration with the classroom teacher and through direct services that reflect the support identified in the IEP. Our Speech and Language providers are also on-site to support students on an IEP with speech articulation, Language, and communication needs. Students receiving special education services in the Special Day Class (SDC) setting receive some instruction (as appropriate) for both academics and social achievement within the general education classroom setting for portions of the academic day. The materials utilized for the collaboration model are purchased jointly through the special education department and site funds.

Students not receiving special education services from a Resource Specialist, but who are significantly at risk of academic failure are targeted during our classroom interventions focusing on ELA and math skills. This includes our schoolwide power hour ELA intervention, a 60-minute intervention block in the classroom. Classroom teachers are

consistently assessing student growth in reading comprehension to provide guided reading support during power hour and increase reading proficiency for struggling students. For students needing additional reading support, we have 1 Reading Intervention teacher and 3 paraprofessionals providing Tier 3 pull-out reading support throughout the day for qualified general education students in grades 1-5.

Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. Students' performance is evaluated by utilizing curriculum-embedded assessments, district performance indicators, and CAASPP data. The staff works together as grade-level and vertical teams to collaborate on instructional strategies and interventions that meet individual student needs while promoting critical thinking, social and emotional development, and an overall 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)

X Additional Targeted Support and Improvement

Chronic Absenteeism: All, Homeless, SWD, White
Academics (ELA/Math): SWD, White

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 1 funds. School goals are based upon comprehensive needs assessment, including analyzing verifiable state data and information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. That information is monitored and discussed on an ongoing basis with the SSC. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees including the ELAC and School Leadership team. The BWES School Plan addresses how LCFF and Title 1 fund 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 2022-23 school year by members of the School Site Council (SSC), English Language Advisory Committee (ELAC), school leadership team as well as input from other staff, students and community members.

School Site Council met on the following dates to review the current SPSA and discussed modifications/future actions that were used in creating the new SPSA:
8/24 - 8/30 School Site Council Nominations - We had 3 parent/community and 1 staff opening 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.
8/31 - 9/4 School Site Council Elections - Following nominations, the ballot 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 results were posted for parents, staff, and community members.
9/21 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
10/6 SSC #2 - Review beginning of the year data, Approval of SPSA Fall revisions, Input on Safe School Plan
2/2 SSC #3 - SPSA & Budget review with current data analysis, discussion of actions to continue/discontinue for next year, discussion of ATSI areas of need.

5/1 SSC #4 - LCAP presentation and input, Review ATSI input from all stakeholders, 2023-24 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 Panoramic survey our School Site Council noted the following actions to be implemented in the coming year's SPSA:
1. Continue funding 3 paraprofessionals to assist with Tier 3 reading support. Discontinue the funding of the 2nd reading intervention teacher and allocate those funds to other areas of need.
2. Continue with 6 supervision positions for the next year adjusting the schedule as needed to provide the best supervision practices and opportunities for collaboration. Continue with the increased supervision hours to assist with 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. Provide increased support for student behavior needs by adding a behavior paraprofessional to work with students who are struggling with following established expectations in/out of the classroom.
6. Provide additional mental health support for students struggling with social and emotional needs.

ELAC Meeting Dates and Topics:
9/12 ELAC #1 - Information & training meeting, Nomination/Elections,
11/9 ELAC #2 - ELPAC Parent information and practice tests
1/23 ELAC #3 - Initial and Annual ELPAC Notification Explanation, Reclassification Procedures, PSUSD District-Wide Needs Assessment & School Needs Assessment
3/1 ELAC #4 - ELPAC Updates, How are ELs included in the school SPSA, ATSI review, and input

Based on reclassification data and CA Dashboard data the ELAC noted that the school was making progress in meeting the needs of English Language Learners overall and appreciated all efforts by the staff. In the future, they would like the school to look for opportunities to provide the following:
1. Increase attendance and educate parents on the importance of attendance
2. Continue educating parents on the different assessments and skills students are being asked to perform to be proficient
3. Continued paraprofessional support and translation services

An Additional Targeted Support and Improvement (ATSI) meeting was held on 2/13/23 to discuss the areas of need and brainstorm actions to address those needs. The leadership team met on the following dates to complete the worksheet processes:
2/13 Reviewed the areas of need and completed the initial 5 whys/Fishbone activity for Math. The team was asked to take the activity back to grade levels for input and bring it to the next meeting.
3/1 ELAC reviewed the areas of need, reviewed discussions with the leadership team, and provided input on areas of need.
3/10 Reviewed the areas of need for attendance with the tier 2 attendance team. Completed the needs assessment and brainstormed actions to address areas of need for different groups of students.
3/20 Team shared the input from grade level teams 5 why/Fishbone activities for both Math & ELA. Completed the background reflection and explorations portion of the worksheet as a team.
4/24 Reviewed & provided input on the action steps proposed for the 2023-24 SPSA as part of the ATSI process.

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our Students with Disabilities (SWD) student group. Based on the 2022 CA School Dashboard results, our SWD students are performing 82 points below our All Students group in ELA and 97 points below the All Students group in math. In the 2022-23 school year, no specific actions or expenditures were specifically focused on this student group. 2022-23 Star test results indicate a continuing differential for SWD students in both reading and mathematics. In Goal 1 of our 23-24 plan, we have addressed this inequity through the following specific actions:

- Our Academic Coach will have a specific focus placed on supporting general & special education teachers in the identification of and effective delivery of appropriate differentiated intervention strategies that scaffold support reflecting student needs.

- Professional Development opportunities will target implementing instructional strategies that reflect the needs of students based on their current assessed needs.

Through our needs assessment, we identified a resource inequity within our white student group. Based on the 2022 CA School Dashboard results, our White students are performing 10.1 points below our All Students group in ELA and 3.8 points below the All Students group in math. In the 2022-23 school year, no specific actions or expenditures were specifically focused on this student group. 2022-23 Star test results indicate a continuing differential for White students in both reading and mathematics. In Goal 1 of our 23-24 plan, we have addressed this inequity through the following specific actions:

- Our Academic Coach will have a specific focus placed 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.

Attendance continues to be one of the largest areas of need for all student groups. Through our needs assessment, we identified a resource inequity within our homeless, SWD, and White student group attendance in addition to all students having very high chronic absenteeism. Based on the 2022 CA School Dashboard, our white student group had 24.2%, our SWD group had 41.8% and our homeless student group had 59.5% chronic absenteeism. These rates were compared to an overall very high rate of 32.2% chronic absenteeism for all students at our school. In the 2022-23 school year, our tier 2 team has been focused on intervening on target students who are demonstrating high levels of chronic absences throughout the year using the SART/SARB process. In Goal 3 of our 23-24 plan, we have addressed the concern with the following specific actions:

- The school counselor and Family Engagement Specialist will be contacting families who have demonstrated a history of chronic absence to provide support and resources to address the various barriers to attendance
- The importance of attendance & its impact on academic success will be part of the family education nights. Incentives & recognition will be provided for students meeting established attendance goals.

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.

Reflections: Success

Suspension Rate Indicator - The Fall 2022 CA School Dashboard indicated the overall school performance as Low in suspension rate (1%), an indication of the implementation of effective school climate practices and other means of correction at the school. Compared to the state average suspension rate of 3.2% for the 2021-22 school year. 2022-23 locally calculated data provided by the Student Services department indicates maintaining the rate of 1% at the time of plan writing.

ELA Indicator - Improvement in ELA has been evident in the 2022-23 school year. 2022-23 Star test results indicate improvement in reading throughout the year. Results from the winter screening window indicate that 33.5% of students are at or above the proficiency rate on the district Star Reading benchmark assessment. This is an improvement over the Winter 2021-22 benchmarks of 1.7 points.

Math Indicator - Winter screening window Star results showed improvement in mathematics, with 38.5% of students at or above the proficiency rate on the district Star Math benchmark assessment. This is an improvement over the Winter 2021-22 benchmark of 5.9 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 18.2% based on data provided by Schoolzilla at the time of plan writing. We are currently at 49.4% of students absent 10% or more days enrolled. Our English Learner group has lower chronic absences compared to our non-English learner student group by 7.6%. Our White student group has a significantly lower chronic absence indicator at 37.9% compared to the overall school rate of 49.4%

Supporting Actions:

We have developed stronger Tier 2 & 3 supports for students with explicit expectations posted and taught across campus in various areas. We have also trained all staff in restorative practices and the inclusion of SEL time daily has led to more proactive approaches to discipline as we focus on learning together and learning from the impact our actions have on others. Strong communication with families and positive relationships built prior to the behavior have significantly reduced the need for behavior interventions beyond Tier 2 and our ability to reach out and support students and parents as soon as a concern was presented.

The focus on priority standards increased grade level and vertical collaboration to identify areas of need and priorities for learning has allowed teachers and students to focus on skills/standards that will most impact overall student learning. Grade Levels and Teachers who were consistently meeting with small groups and using running record data to inform comprehensive instruction (word analysis and reading comprehension) made the most progress on STAR assessments for Early Literacy and Reading. The Tier 2 Reading intervention support has helped close the achievement gap in reading foundations as indicated by Star Fountas and Pinnell's progress monitoring throughout the school year. The Tier 2 Intervention program continued with 2 reading teachers and 3 paraprofessionals and was based on the use of Fountas and Pinnell. Schoolwide we piloted the Heggerty Phonemic Awareness program as this was an identified area of need for struggling readers at all reading levels. Teachers who consistently taught from this program showed a higher amount of students excelling in reading levels because they were applying the skills to word attack skills when assessed using running records. The Tier II Intervention Support will continue during Guided Reading for 1st-5th grades; however, with one less reading teacher as we adjust to more students can be supported in the Tier I environment for the entire Guided Reading block. The site will continue funding the reading intervention paraprofessionals to maintain 8 groups per grade level being provided Tier 2 reading intervention support. The district-funded Reading Intervention program has improved reading outcomes for primary grade students, with participating students increasing scores in Star and Fountas and Pinnell progress monitoring results.

The school site received 8 support days for mathematics routines and implementation of high-impact math strategies within the adopted Bridges curriculum. Follow-up coaching and additional collaboration were provided to teachers to assist with the planning and implementation of professional development and data analysis. Our site academic coach provided ongoing coaching for teachers that focused on backward mapping Common Core standards aligned to current data analysis while implementing the strategies provided in professional development. Grade levels and teachers who embraced High Impact math strategies, including LES lessons and talk moves by consistently integrating them into regular instruction had more students demonstrating growth and assessing at/above grade level in math.

All of these supporting actions will continue for the 23-24 school year; however, some with slight modifications to ensure the ongoing effectiveness of the programs that reflect current student needs.

Fall Revision Updates:
SBAC overall growth schoolwide of 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.
Attendance Rate of 88.33% was an increase and higher than other similar schools at the elementary level.

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

Reflections: Identified Need

Chronic Absenteeism Indicator: Chronic Absenteeism increased from 13.6% to 32.2% between 2018-19 and 2021-22, indicating that this is an area of need for our school. The Fall 2022 California School Dashboard indicates that the school and almost every student group performed at a very, low-status level except for our Hispanic student group for the 2021-22 school year. 2022-23 data as of March 2023 indicates an improvement of 16.5% schoolwide in chronic absenteeism rates, however, most student group rates continue to report at 25% or higher indicating that this is a continuing area in need of improvement.

ELA Indicator - The Fall 2022 California School Dashboard reported the Students With Disabilities, English Learners, and white student groups in the very lowest performance level. These groups presented a performance gap one level below the overall school result indicating a need for ongoing support. Performance gaps reflected in the Fall 2022 Dashboard continue to be 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 6.4% (27% lower than the “all students” result). English Learners report percentages of students projected to meet or exceed the standard on CAASPP at rates of 13.9% (19.6% lower than the “all

students" result). The white student group reports percentages of students projected to meet or exceed the standard on CAASPP at rates of 13.3% (20.2% lower than the "all students" result).

Math Indicator - A low status for the "all students" group on the Fall 2022 California School Dashboard, with an average student score of 93.9 points below standard. The Fall 2022 California School Dashboard reported that the Students With Disabilities performed at a Very Low-performance level (190.9 points below standard)on the 2022 CAASPP tests. Star Math district benchmark results indicate that 38.5% of all students are projected to meet or exceed standards, however, Students with Disabilities are only projected to have 16.7% meet or exceed standards.

Supporting Actions:
Through our needs assessment, we recognize that many of our students have not grown academically due to the ongoing trauma from school closures, distance learning, and ongoing health absences related to the pandemic. In addition to this new reality, our community is in a high-poverty neighborhood; there are many societal and domestic distractors that hamper our students' focus, academic success, and attendance. We utilize the PBIS program to keep the focus on positive behavior and to reward students who demonstrate appropriate behavior and attend school regularly or improve attendance. In addition, we have a full-time Counselor and full-time Behavior Paraprofessional who help students deal with these distractors. Nevertheless, learning is often hampered for those students who are distracted by myriad home and community issues. Our Counselor and Behavior Para will continue to meet with students, in small groups, and teach lessons to help students improve their grit and resilience. We will also continue providing additional supervision by trained professionals for unstructured periods of time during the school day to promote a safe environment for learning.

The Small Group Reading Intervention Program will continue to be funded for the 2023-24 school year to address students who have significant achievement gaps in reading foundations. More focus will be placed on best-first instruction and differentiated small-group instruction with an emphasis on 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 Math professional development focus will be to continue implementing and refining the High Impact Math Strategies. Our Academic Coach will help to support Math implementation.

To target chronic absenteeism, the administration will meet with the district Family and Community Engagement Specialist and Office Tech to track data and develop an attendance campaign and a program to monitor and encourage our chronically absent students. Our Counselor and Behavior Para will continue to meet with students, in small groups, and teach lessons to help students improve their grit and resilience. The Social-emotional Learning Block will continue to be the first 30 minutes of the school day. Our tier 2 attendance team will specifically on interventions that will support the needs of our students that are designated as Homeless, Students with Disabilities, and White student groups to identify barriers to attendance and learning. We will continue to work with community partners and the district to provide additional supports that address those barriers to help support consistent attendance.

Special Education teachers will have dedicated time during guided reading 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 with the general education teachers. Grade levels will desegregate assessment data by SWD and other student groups in order to identify specific strategies to meet their needs.

Fall Revision Updates:
SBAC results showed that students in 3rd grade declined compared to those in 3rd grade the previous year. 4th and 5th-grade cohorts did not make the same growth in math as they did in ELA when comparing the percentage of proficiency from one year to the other of similar groups of students. Based on our results, the staff shared the following next steps as part of what we need to continue to focus on.
Continue to focus on individual student needs in Reading Comprehension (Powerhour)

- Target students for strategic Reading Intervention (low/mid yellows to high 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.

Attendance rate: 88.33%
Chronic Absenteeism: 45.56% of all student groups need a focus area
SPED Chronic Absenteeism: 57.55% of 106 students

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.15%	0%	1	1	0
African American	2.6%	1.54%	1.8%	17	10	12
Asian	0.2%	0.31%	0.15%	1	2	1
Filipino	%	%	0.3%			2
Hispanic/Latino	90.5%	92.30%	92.93%	599	599	618
Pacific Islander	%	%	0%			0
White	5.4%	4.62%	3.76%	36	30	25
Multiple/No Response	1.2%	1.08%	1.05%	8	7	7
			Total Enrollment	662	649	665

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	103	136	126
Grade 1	113	94	121
Grade 2	114	100	98
Grade3	121	113	98
Grade 4	108	101	117
Grade 5	103	105	105
Total Enrollment	662	649	665

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	360	321	274	50.6%	43.2%	41.40%
Fluent English Proficient (FEP)	65	118	112	9.1%	15.9%	16.90%
Reclassified Fluent English Proficient (RFEP)	45	59	35	11.4%	16.4%	12.8%

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
649	**95.1**	**47.6**	**0.6**
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	309	47.6
Foster Youth	4	0.6
Homeless	21	3.2
Socioeconomically Disadvantaged	617	95.1
Students with Disabilities	84	12.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.5
American Indian	1	0.2
Asian	2	0.3
Filipino		
Hispanic	599	92.3
Two or More Races	7	1.1
Pacific Islander		
White	30	4.6

Conclusions based on this data:

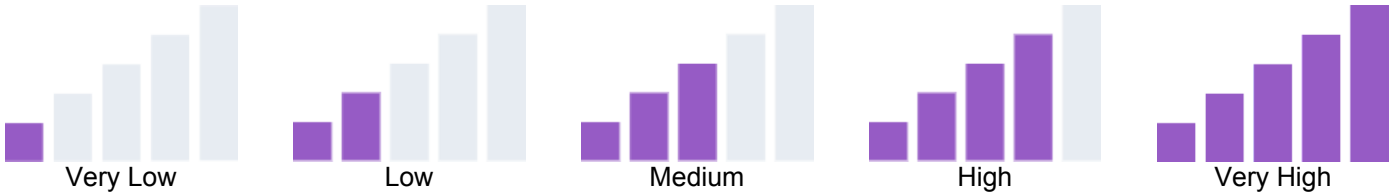
1.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. The information from this assessment are outdated since the pandemic caused school closures and interrupted learning. We have used the STAR benchmarks and site assessments for formative assessment to address the current needs of students and address the current needs of students.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

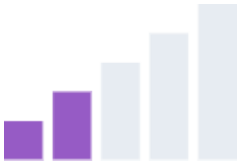
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	1	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
69.2 points below standard	72.3 points below standard	2 Students
299 Students	176 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
3 Students	70.1 points below standard	151.2 points below standard
	294 Students	31 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 68.7 points below standard 276 Students	No Performance Level 2 Students		No Performance Level 79.3 points below standard 15 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.7 points below standard	6.3 points below standard	70.6 points below standard
123 Students	53 Students	109 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

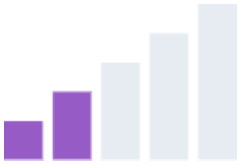
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
93.9 points below standard	92.7 points below standard	2 Students
297 Students	174 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
3 Students	94.3 points below standard	190.9 points below standard
	292 Students	31 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 93.4 points below standard 274 Students	No Performance Level 2 Students		No Performance Level 97.7 points below standard 15 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.5 points below standard 121 Students	33.8 points below standard 53 Students	103.2 points below standard 109 Students

Conclusions based on this data:

1.

School and Student Performance Data

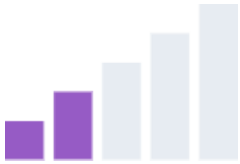
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

38.4 making progress towards English language proficiency

Number of EL Students: 229 Students

Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.3%	36.2%	0.9%	37.6%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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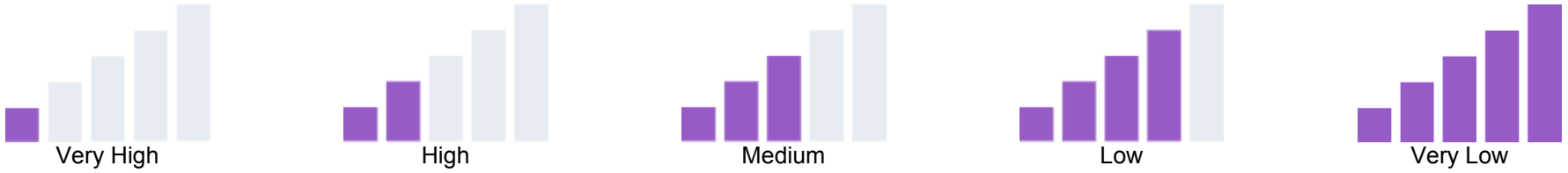


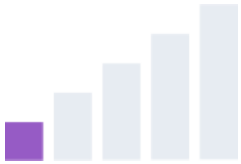
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

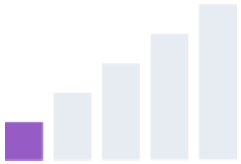


Very High

32.2% Chronically Absent

690 Students

English Learners



Very High

28.6% Chronically Absent

322 Students

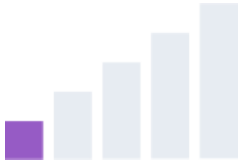
Foster Youth

No Performance Level

Less than 11 Students

10 Students

Homeless

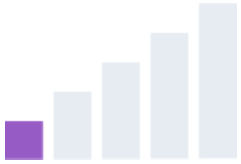


Very High

59.5% Chronically Absent

37 Students

Socioeconomically Disadvantaged

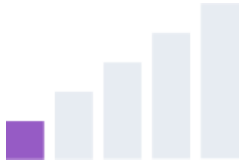


Very High

32.4% Chronically Absent

658 Students

Students with Disabilities



Very High

41.8% Chronically Absent

98 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 36.4% Chronically Absent 11 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High 32.8% Chronically Absent 635 Students	No Performance Level Less than 11 Students 8 Students		Very High 24.2% Chronically Absent 33 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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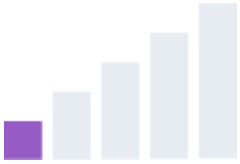
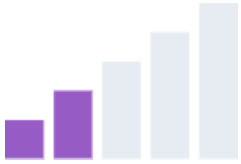


Very High
Lowest Performance



High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	2	1	3

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Low

1% suspended at least one day

715 Students

English Learners

Very Low

0.3% suspended at least one day

327 Students

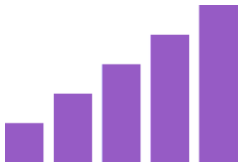
Foster Youth

No Performance Level

0% suspended at least one day

14 Students

Homeless



Very Low

0% suspended at least one day

42 Students

Socioeconomically Disadvantaged

Low

1% suspended at least one day

681 Students

Students with Disabilities

Medium

3% suspended at least one day

100 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 0% suspended at least one day 11 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Medium 1.1% suspended at least one day 660 Students	No Performance Level Less than 11 Students 8 Students		Very Low 0% suspended at least one day 33 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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

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)

)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Yellow	25.7 points below standard	Increase +3 points
EL	Yellow	25.5 points below standard	Increase +3 points
Hisp	Yellow	28.8 points below standard	Increase +3 points
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Yellow	27.8 points below standard	Increase +3 points
SWD	No Performance Color	110.5 points below standard	Increase +10 points

Actual Outcomes

California School Dashboard -
Academic Indicator for English Language Arts (no change was reported for 2021-22 scores)
All Students (ALL) LOW 69.2 points below
English Learners (EL) VERY LOW 72.3 points below
Hispanic (Hisp) LOW 68.7 points below
African American (AA) no performance level (less than 11 students)
Socioeconomically Disadvantaged (SED) VERY LOW 70.1 points below
Students with Disabilities (SWD) VERY LOW 151.2 points below

Metric/Indicator

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)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Orange	53 points below standard	Increase +3 points
EL	Orange	50.4 points below standard	Increase +3 points
Hisp	Orange	55.3 points below standard	Increase +3 points
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Orange	54.6 points below standard	Increase +3 points

Actual Outcomes

California School Dashboard -
Academic Indicator for Mathematics All Students (ALL) LOW 93.5 points below
English Learners (EL) VERY LOW 92.7 points below
Hispanic (Hisp) LOW 93.4 points below
African American (AA) no performance level (less than 11 students)
Socioeconomically Disadvantaged (SED) LOW 94.3 points below
Students with Disabilities (SWD) VERY LOW 190.9 points below

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SWD | No Performance Color | 119.6 points below standard | Increase +10 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 - Increase +3% making progress towards Meet or Exceed Standard -17% of Students Meet or Exceed Standard	9.5% met or exceeded standard
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: 50% making progress towards English Language Proficiency	California School Dashboard – English Learner Progress Indicator (ELPI) 38.4% making progress towards English Language Proficiency
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 20%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate overall: 7.9% Kindergarten: 0% 1st Grade: 0% 2nd Grade: 0% 3rd Grade: 6.2% 4th Grade: 17.8% 5th Grade: 24.8%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 27% Not Met, 28% Nearly Met, 33% Met, 18% Exceeded English Learners (EL)- 32% Not Met, 23% Nearly Met, 32% Met, 13% Exceeded Hispanic (Hisp)- 27% Not Met, 22% Nearly Met, 27% Met, 18% Exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) 23.48% Met or Exceeded Standard
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
ELA Tier 2 intervention: Senior paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy.	We had a substitute for this position from August through February. Paraprofessionals in this position met with students in small reading groups to teach a research-based reading intervention program and assessed student progress to monitor reading growth. Students were in reading groups based on their assessed needs and determining if additional pull-out intervention was needed.	Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 23,113 Tier 2 classroom support (fringes) 3000-3999: Employee Benefits LCFF 8,996	Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 13,500 Tier 2 classroom support (fringes) 3000-3999: Employee Benefits LCFF 7,000
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.	Paraprofessionals met with students in small reading groups to teach a research-based reading intervention program and assessed student progress at regular intervals to monitor progress. 41/159 students had been exited by December and were reading at grade level and 147/159 students are making steady progress toward grade-level reading expectations.	Paraprofessional support (salary) 2000-2999: Classified Personnel Salaries LCFF 20,352 Paraprofessional support (fringe & benefits) 3000-3999: Employee Benefits LCFF 7,931	Paraprofessional support (salary) 2000-2999: Classified Personnel Salaries LCFF 20,352 Paraprofessional support (fringe & benefits) 3000-3999: Employee Benefits LCFF 7,931
Teachers will collaborate and share best educational practices in core curriculum targeting specific sub-groups (ELL, Socioeconomically Disadvantaged, SWD, 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	Teachers were provided stipends for extra duty and leadership roles leading vertical teams. They were also provided additional release time to observe, collaborate and share best educational practices targeting specific strategies for best educational practices. Teachers were also provided stipends to plan and collaborate in target areas.	Certificated stipends/extra duty for vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior) 1000-1999: Certificated Personnel Salaries LCFF 5,500	Certificated stipends/extra duty for vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior) 1000-1999: Certificated Personnel Salaries LCFF 5,602

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for students at-risk in academic goals. Targeted focus areas will be addressed vertically for systemic interventions/collaboration.		Release time/substitutes- Including but not limited to IEP days, SST meetings, teacher collaboration, learning walks, Academic/peer coaching 5000-5999: Services And Other Operating Expenditures LCFF 10,000	Release time/substitutes- Including but not limited to IEP days, SST meetings, teacher collaboration, learning walks, Academic/peer coaching 5000-5999: Services And Other Operating Expenditures LCFF 10,000
Supplemental instructional and technology supplies (including, but not limited to: headphones, classroom manipulatives, leveled readers, science materials, DVD players, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc.	Materials, books, and supplies were purchased. Examples included headphones, Social Studies Weekly, and Learning Dynamics. Additional supplies were purchased based on teacher input and needs. Evidence of a positive impact was observed as students participated in instruction, collaborated, and utilized supplemental learning materials.	purchase materials, books, supplies, and other needed instructional items in the areas of science, math and ELA for Instructional Rigor 4000-4999: Books And Supplies LCFF 40,049	purchase materials, books, supplies, and other needed instructional items in the areas of science, math and ELA for Instructional Rigor 4000-4999: Books And Supplies LCFF 17,808
Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and trainings. Professional development opportunities include, but are not limited to: RCOE PD opportunities, Science, Math, WONDERS, Read N Quiz, and CABE	Professional development focused on supporting district-wide initiatives - High Impact Math, UDL and Student engagement. PD's provided by the school have been very effective and teachers brought back information to their grade level and vertical teams. As a site we continued to enhance reading strategies for small group instruction, implementing vertical reading, writing and math strategies to enhance instruction.	Conferences and training focus on increasing instructional rigor 5000-5999: Services And Other Operating Expenditures LCFF 1,500	Conferences and training focus on increasing instructional rigor 5000-5999: Services And Other Operating Expenditures LCFF 804
Certificated reading intervention teacher focusing on assessing, monitoring and fill in the gaps in	Certificated reading intervention met with students in small reading groups to teach a research-based reading intervention program and	Intervention Teacher Salary (82.6% title 1) 1000-1999: Certificated Personnel Salaries	Intervention Teacher Salary (82.6% title 1) 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
foundational reading skills and comprehension skills.	assessed student progress at regular intervals to monitor progress. 41/159 students had been exited by December and were reading at grade level and 147/159 students are making steady progress toward grade-level reading expectations.	Title I 111,762	Title I 104,668
		Intervention Teacher benefits (82.6% title 1) 3000-3999: Employee Benefits Title I 36,573.00	Intervention Teacher benefits (82.6% title 1) 3000-3999: Employee Benefits Title I 40,608
		Intervention Teacher Salary (17.4% LCFF) 1000-1999: Certificated Personnel Salaries LCFF 3,425	Intervention Teacher Salary (17.4% LCFF) 1000-1999: Certificated Personnel Salaries LCFF 21,918
		Intervention Teacher Salary (17.4% LCFF) 3000-3999: Employee Benefits LCFF 2,747.00	Intervention Teacher Salary (17.4% LCFF) 3000-3999: Employee Benefits LCFF 9,368
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.	Bilingual personnel support members provided assistance in supporting instruction with a reading focus and communication/translation with parents and students.	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 49,858	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 49,858
		benefits/fringes 3000-3999: Employee Benefits LCFF 31,907	benefits/fringes 3000-3999: Employee Benefits LCFF 31,907
		extra duty- salary 2000-2999: Classified Personnel Salaries LCFF	extra duty- salary 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2,500 extra duty- fringes 3000-3999: Employee Benefits LCFF 550	2,322 extra duty- fringes 3000-3999: Employee Benefits LCFF 500
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, Social Studies Weekly, Learning Dynamics	Supplemental supplies, such as Learning Dynamics, Social Studies Weekly, and Lap tracker was purchased. We also purchased additional instructional materials to support guided reading strategies, writing practice and high impact math strategies.	Supplemental instructional materials, including online e-subscriptions and software licenses 5000-5999: Services And Other Operating Expenditures LCFF 11,175	Supplemental instructional materials, including online e-subscriptions and software licenses 5000-5999: Services And Other Operating Expenditures LCFF 10,200

Analysis

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

The overall implementation of actions that provided support to students continued to be effective in meeting the needs of the students. The use of paraprofessional support to assist the reading intervention program allowed us to service more students and have more students close the achievement gap in reading skills and comprehension. Teacher & student feedback was positive regarding the purchase of additional supplemental materials including Social Studies Weekly & Learning Dynamics which will be continued this year, though Social Studies Weekly will be the newly adopted curriculum provided by the district. We will continue providing additional release time for teachers to observe, collaborate and share best educational practices as we observed a dramatic increase in the collaboration that impacted student academic progress and teachers' alignment with rigorous instruction vertically. We provided release time to include new teachers to grade levels and teachers who wanted to see specific academic areas in other classrooms and plan follow-up lessons with the academic coach. We will also continue our move toward more vertical collaboration with academic committees continuing to identify areas of need for systemic interventions/strategies that can be implemented at each grade level and grow in depth and complexity each year.

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

We are discontinuing funding the additional reading intervention teacher position because of a lack of funding and needs in other areas. We determined that we would be able to continue adequately serving the needs of the student population for grades 1-5 with the support of 3 paraprofessionals in combination with the reading intervention teacher and paraprofessional provided through the district LCAP.

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

In the future, release time for teacher will focus less on learning new strategies and more on collaboration & planning time to implement the strategies and skills they have learned in Professional Development. We will continue to supply materials and supplies based on the feedback from the site staff and the identified needs for students through our tiered approach. In the future, if additional funding allows us to expand programs the staff would like additional behavior support for students that would address tier 2 SEL and behavioral needs across campus.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Bubbling Wells will increase parent and community member participation in the school learning community to meet the current learning needs and positively influence student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 150 responses on Panorama /LCAP survey	Parent Participation in Stakeholder Input Processes - 55 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- 96% Sense of Belonging (School Connectedness)- 94% Climate of Support for Academic Learning- 97% Safety- 95% LCAP- 93%	Family School Connectedness via Panorama Family Climate Survey - 89% All Students (ALL) - 71% Hispanic (Hisp) - 71% African American (AA) - 78%
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) - 97% Hispanic (Hisp) - 98% African American (AA) - no data reported due to confidentiality	Climate of Support for Academic Learning via Panorama Family Climate Survey - 93% All Students (ALL) - 79% Hispanic (Hisp) - 79% African American (AA) - 88%
Number of Attendees Attending 1 or more school/parent center sponsored events at the site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 536

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Secure (or continue to secure the supplement services of) classified support staff to help in maintaining school learning and academic learning for students and for maintaining communication for parents for collaborating on instructional programs. This will include, interpreting at conferences, back to school nights, open house, family nights, etc. All classified personnel--secretary, clerk, classroom aides, custodian, will be involved in these activities. School staff will solicit parents to volunteer in classrooms in order to provide support to students, teachers and the school. Parents and community members will be encouraged to participate on school committees to provide feedback/suggestions to school operations and procedures.	Classified support staff have helped maintain communication for parents for collaborating on instructional programs. This includes interpreting at conferences, back-to-school nights, open house, family nights, etc. All classified personnel--secretary, clerk, classroom aides, and custodian have been involved in these activities. This has increased the number of parents volunteering at the school as well as increased committee participation throughout the school.	Translation services and childcare opportunities (Salary) 2000-2999: Classified Personnel Salaries LCFF 3,000 Translation services and childcare opportunities (Fringes) 3000-3999: Employee Benefits LCFF 1,500	Translation services and childcare opportunities (Salary) 2000-2999: Classified Personnel Salaries LCFF 1400 Translation services and childcare opportunities (Fringes) 3000-3999: Employee Benefits LCFF 500
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 benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication.	Administration and school staff have engaged parents in ongoing/updated communication (email, school website, and Class Dojo and FACES) and activities in collaboration with PTA and the Family and Community Engagement Specialist (FACES (Fall Festival, Bobcat Movie Nights, Community Clean Up, ELAC Family Activities, etc.).	Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures LCFF 1,000	Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures LCFF 350

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Memberships to Canva and SMORE were purchased to enhance communication.		
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 have partnered with the Family Center and the Family and Community Engagement Specialist (FACES) to provide training and additional supports that parents have requested. Parents have opted for more family engagement type of activities over parent training opportunities.	Purchase materials/ supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1114	Purchase materials/ supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1000
		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 800	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 638
		Conference Costs (ie CABE regional events, etc.) 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 850	Conference Costs (ie CABE regional events, etc.) 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 0

Analysis

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

We have continued to utilize classified support staff to help maintain communication for parents for collaborating on instructional programs. This has been effective in bridging the communication gap in interpreting at conferences, back-to-school nights, open house, family nights, etc. We have utilized all classified personnel (secretaries, clerk, classroom aides, and custodians). Overall. this has increased the number of parents volunteering at the school as well as increased committee participation throughout the school. BWES staff have also utilized a variety of communication methods (email, school website, and Class Dojo and FACES) and activities in collaboration with PTA and the Family and Community Engagement Specialist (FACES (Fall Festival, Bobcat Movie Nights, Community Clean Up, ELAC Family Activities, etc.) to increase school engagement and volunteering. We have continued to partner with the Family Center and the Family and Community Engagement Specialist (FACES) to provide training and additional supports that parents have requested.

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

Coming back from the pandemic and the public health guidance it has proven to be difficult in getting parents back into a routine of volunteering in the classroom. Our efforts have increased participation and volunteering, but we are not back to the pre-pandemic numbers.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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

Student Attendance Rates
All Students (ALL)

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

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

Expected Outcomes

Student Attendance Rates
All Students (ALL) - 94%

St. Group	Color	DFS/Percentage	Change
All	Yellow	11.6	Decline Significantly -8.2
EL	Green	6.4	Decline -1
Hisp	Green	10	Decline -2
AA	No Performance Color	25.7	Decline Significantly -10
SED	Yellow	11.7	Decline -2
SWD	Yellow	20	Decline Significantly -7.4

St. Group	Color	DFS/Percentage	Change
All	Green	1.6	Decline Significantly -1
EL	Blue	.5	Decline -.5
Hisp	Green	1.2	Decline Significantly -1

Actual Outcomes

Student Attendance Rates
All Students (ALL) - 88.3%

Chronic Absenteeism Rates
All Students (ALL) VERY HIGH 11.6%
English Learner (EL) VERY HIGH 6.4%
Hispanic (Hisp) VERY HIGH 10%
African American (AA) VERY HIGH 25.7%
Socioeconomically Disadvantaged (SED) VERY HIGH 11.7%
Students with Disabilities (SWD) VERY HIGH 20%

Suspension Rates:
All Students (ALL) LOW 1.6%
English Learner (EL) VERY LOW 0.5%
Hispanic (Hisp) MEDIUM 1.2%
African American (AA) 5%
Socioeconomically Disadvantaged (SED) LOW 1.8%
Students with Disabilities (SWD) MEDIUM 1.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<table><tr><td>AA</td><td>No Performance Color</td><td>5</td><td>Decline Significantly -5</td></tr><tr><td>SED</td><td>Green</td><td>1.8</td><td>Decline Significantly -1</td></tr><tr><td>SWD</td><td>Green</td><td>1.3</td><td>Decline Significantly -1</td></tr></table>	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 82% EL: 80% AA: 81% Hisp: 82% SWD: 87%	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 71% EL: 66% AA: 82% Hisp: 71% 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: 80% EL: 76% AA: 79% Hisp: 79% SWD: 84%	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 71% EL: 66% AA: 78% Hisp: 71% 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
All staff will utilize Pyramid of Success 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 and incentives for students that include but are not limited to: student of the month awards, trimester awards, PBIS rewards incentives/student store, student celebrations.	Staff have utilized the Pyramid of Success to teach expectations and positive character traits. We have continued a positive tiered behavior systems (PBIS) have continued/further developed and provide to encourage and acknowledge students meeting behavioral expectations throughout the day (Caught Being Good Tickets, student of the month awards, trimester awards, PBIS rewards incentives/student store, student celebrations, etc.) School counselor has continued to support teacher with SEL lesson planning and monthly classroom lessons. Teachers have continued to teach SEL lessons on a daily basis. We have purchased Behavior Expectations posters, Awards, Caught Being Good Tickets (on cardstock, so they can go home as an award) for staff/classroom use.	SEL/PBIS rewards store incentives 4000-4999: Books And Supplies LCFF 2,000 PBIS Expectations posters and materials 4000-4999: Books And Supplies LCFF 2,000	SEL/PBIS rewards store incentives 4000-4999: Books And Supplies LCFF 2000 PBIS Expectations posters and materials 4000-4999: Books And Supplies LCFF 1800
Six (6) Supervision Aides to maintain consistent student supervision on campus.	We have utilized (6) Supervision Aides to maintain consistent student supervision and safety on campus.	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 32,500 Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 32,5000 Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 12,800	LCFF 12,800
		150 hours of extra duty coverage (salary & benefits) 2000-2999: Classified Personnel Salaries LCFF 3,000	150 hours of extra duty coverage (salary & benefits) 2000-2999: Classified Personnel Salaries LCFF 1650
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 incentives. Incentives may include, but are not limited to: certificates, class and individual student prizes.	We have used monthly attendance incentives (individual) to celebrate students who meet a monthly set goal. In addition, we have set individual goals with students and families and recognize the improved attendance with specific rewards (prizes) as part of the SART process.	Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 2,000.00	Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 1,200
		After School Clubs/Intramurals - extra duty/stipends 2000-2999: Classified Personnel Salaries LCFF 2,500	After School Clubs/Intramurals - extra duty/stipends 2000-2999: Classified Personnel Salaries LCFF 2200
		After School Clubs/Intramurals supplies 4000-4999: Books And Supplies LCFF 600	After School Clubs/Intramurals supplies 4000-4999: Books And Supplies LCFF 1100

Analysis

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

By increasing the ways in which we are acknowledging students who meet behavioral expectations (Caught Being Good Tickets, student of the month awards, trimester awards, PBIS rewards incentives/student store, student celebrations, etc.). we have increased overall attendance. We have also invested in resources (Behavior Expectations posters, Awards, Caught Being Good Tickets) to help all staff and students have a visual reminder throughout campus to help with consistency. We also have monthly attendance incentives (individual) to celebrate students who meet a monthly set goal. In addition, we have set individual goals with students and families and recognize the improved attendance with specific rewards (prizes) as part of the SART process. We have significantly increased the number of SART meetings held with those families struggling with chronic absenteeism.

We have maintained (6) Supervision Aides for the 2023-3024 school year to maintain consistent student supervision and safety on campus.

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 the intended implementation and the budget expenditures on planned versus actual for all attendance actions and services. We have come in a little under what was planned for extra duty coverage as we have met our goals, as well as student recognition awards and incentives.

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 need to increase our focus on attendance and bridging the home/school connection to better meet the needs of students in this goal. We will be introducing the Capture Kids Hearts program sitewide through a district pilot to help with specific strategies for addressing areas of need within our school culture. We will be continuing to have 6 supervision Aides - increasing all 6 roles to be 4.5-hour positions with the open position we have from this year. We are adding in a behavior paraprofessional to assist with tier 2/3 strategies and ensure that we are adequately meeting the needs of our students who are struggling with behavior to help develop and maintain a stronger sense of safety schoolwide. We will be increasing the support we have for mental health and social-emotional support by contracting with Jewish Family Services to supplement services for small groups and individuals who have experienced traumas and developing skills that will allow them to better engage in learning.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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.

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.

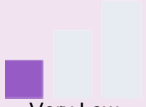
Identified Need

1. The Fall 2022 California School Dashboard indicates overall school performance in the Low-performance level in ELA and in the Low-performance level in Math. This indicates a need for continued improvement in both first instruction and intervention supports in both subjects.
2. All student groups declined in Distance from the Standard in both ELA and Mathematics compared to 2018-19 scores (prior to 2+ years of interrupted learning due to the pandemic).
3. Hispanic student groups are performing at a low status below standard in both ELA & Math. This is one of the largest student groups and is having a significant impact on overall levels of achievement for all students.
4. SWD outcomes are increasing at a lesser rate in mathematics than in the “All Students” group indicating a need for additional targeted support in both ELA and Math for those identified student groups.
5. Although overall most student groups have improved in Star test results through the 2022-22 academic year, student group placements will likely remain in the low and very low-status levels.
6. SWD reported potential proficiency rates of 6.4% (16.9% below the “all students” group) in Star Reading results.
7. SWD reported potential proficiency rates of 4.4% (6.1% below the “all students” group) in Star Math results.
8. ELPI results identify that over 60% of our English learners did not make adequate progress toward English proficiency in their ELPAC results.
9. Current reclassification rate for the school is 48.8%
10. Only 9.52% of our students performed at the Standard Met or Standard Exceeded level on the CAST (Science).
11. Our 3rd-grade students are performing with 22.9% Meeting or Exceeding which is near the school's overall percentage of 23%. This is below 26.5% of the 4th graders who performed at 26.5% meeting or exceeding and above the 18.9% of 5th graders who performed meeting or exceeding in 2021-22.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard -	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Baseline	Expected Outcome
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	 Low	69.2 points below standard	
EL	 Very Low	72.3 points below standard	
Hisp	 Low	68.7 points below standard	
AA	 No Performance Level		
SED	 Very Low	70.1 points below standard	
SWD	 Very Low	151.2 points below standard	

All	Yellow	54.2 points below standard	Increase significantly +15 points
EL	Yellow	57.3 points below standard	Increase significantly +15 points
Hisp	Yellow	53.7 points below standard	Increase significantly +15 points
SED	Yellow	55.1 points below standard	Increase significantly +15 points
SWD	Orange	131.2 points below standard	Increase significantly +20 points

California School Dashboard - Academic Indicator for Mathematics	St. Group	Color	DFS/Percentage	Change
All Students (ALL) English Learners (EL) Hispanic (Hisp)				

St. Group	Color	DFS/Percentage	Change
All	Yellow	78.4 points below standard	Increase significantly +15 points

Metric/Indicator	Baseline	Expected Outcome
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		

All		93.9 points below standard	
EL		92.7 points below standard	
Hisp		93.4 points below standard	
AA			
SED		94.3 points below standard	
SWD		190.9 points below standard	

EL	Yellow	77.7 points below standard	Increase significantly +15 points
Hisp	Yellow	78.4 points below standard	Increase significantly +15 points
SED	Yellow	79.3 points below standard	Increase significantly +15 points
SWD	Yellow	170.9 points below standard	Increase significantly +20 points

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 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)	California School Dashboard - English Learner Progress Indicator (ELPI) 38.4% making progress toward English Language Proficiency.	California School Dashboard - English Learner Progress Indicator (ELPI) 46% making progress toward English Language Proficiency.
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

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.)

Students to be Served by this Strategy/Activity

X English Learner

X Students with Disabilities

X	All
X	Specific Student Groups: Homeless

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	12,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Real World Learning Experiences (i.e. field trips, guest speakers, assemblies, etc.)

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Admin, TOSA and Reading Intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount	22,532
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional support (salary)
Amount	8858
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional support (fringe & benefits)

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administrators, TOSA and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated stipends/extra duty for leadership and vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior)
Amount	5,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development & Collaboration - substitutes to release teachers to plan/implement effective instructional strategies targeting areas for growth
Amount	40,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development & Collaboration - stipends for extra duty to plan/implement effective instructional strategies targeting areas for growth
Amount	6664
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Release time/substitutes- Data Analysis & UDL Collaboration (targeted student groups)

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	50,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials, books, supplies, technology and other needed instructional items to enhance instruction in core content areas
Amount	10,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Literacy Supplies & Materials for intervention (based on Science of Reading research)
Amount	8,036
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Library Books that support Literacy Development (leveled reading)

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administrator, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Consultants and training focused on increasing instructional rigor
Amount	20,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and training focus on research on best instructional practices and increasing instructional rigor

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration & TOSA

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental instructional materials, including online e-subscriptions and software licenses

Strategy/Activity 7

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.

Students to be Served by this Strategy/Activity

X English Learner

X Low Income

X Specific Student Groups:
Intensive and Strategic leveled reading groups

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	54,959
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual support for students across subject areas with a focus on helping the students understand the learning that the teacher is teaching.
Amount	37,752
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	benefits/fringes
Amount	4,500

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty- salary
Amount	961
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	extra duty- fringes

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. We had only 55 families respond 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 to the pandemic due to a variety of reasons. More significant social events (Fall Festival, Movie Night, etc) have been the most successful in connecting with the community.
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 there has been a lot of direct instruction and guidance provided to fill in the holes created during distance learning and an interrupted return to school due to health reasons.

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

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 & 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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, TOSA, Teachers and school staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty to provide translation services and childcare opportunities (Salary)
Amount	1,500
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Translation services and childcare opportunities (Fringes)

Strategy/Activity 2

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 benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication and target student needs.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration & School Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subscription to online newsletter/communication services and membership costs for community organizations.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, school staff, SSC, ELAC, PTA

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials/ supplies
Amount	2,057
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester)
Amount	3,071
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester)

Strategy/Activity 4

Provide opportunities for parents to communicate & 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 & participate in these additional meetings.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, school staff, parents

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitutes to provide release time for parent/teacher collaborative meetings (ie SST, IEP, SART, Behavior and other team meetings) focused on meeting individual student needs

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

X All

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, teachers and families

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Academic Planners and associated materials & supplies to assist students & families with implementation

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain a Healthy and Safe Learning Environment

Goal Statement

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.

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 as of March 2020 prior to the COVID-19 school closure was 94.72%. Following the pandemic, our attendance rate has dropped 7.7% and is currently 84.3%. Though we have made progress and increased our attendance to 88.3% we are continuing to see high levels of chronic absenteeism and lower attendance compared to before the pandemic began.

The chronic absenteeism rate is 50.6% this school year which is a decrease from last year's 66.1% however this continues to be an area of need.

58% of all students felt safe at school based on Panorama Survey results with 71% of students responding favorably regarding knowledge and fairness of discipline, rules, and norms. 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% suspension rate and maintain the 0% expulsion rate.

71% of all students felt connected to school based on Panorama Survey results for a climate of support for academic learning.

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% suspension rate and maintain the 0% expulsion rate.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates	Student Attendance Rates	Student Attendance Rates

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL)	88.3% Average Daily Attendance as of May 4, 2023	All Students (ALL) - 91%
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Very High</td><td>32.2%</td><td></td></tr><tr><td>EL</td><td>Very High</td><td>28.6%</td><td></td></tr><tr><td>Hisp</td><td>Very High</td><td>32.8%</td><td></td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td>Very High</td><td>32.4%</td><td></td></tr><tr><td>SWD</td><td>Very High</td><td>41.8%</td><td></td></tr></table>	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>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></table>
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Low</td><td>1%</td><td></td></tr><tr><td>EL</td><td>Very Low</td><td>.3%</td><td></td></tr><tr><td>Hisp</td><td>Low</td><td>1.1%</td><td></td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td>Low</td><td>1%</td><td></td></tr><tr><td>SWD</td><td>Medium</td><td>3%</td><td></td></tr></table>	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>1%</td><td>Maintain</td></tr><tr><td>EL</td><td>Blue</td><td>.3%</td><td>Maintain</td></tr><tr><td>Hisp</td><td>Green</td><td>1%</td><td>Maintain</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td></td></tr><tr><td>SED</td><td>Green</td><td>1%</td><td>Maintain</td></tr><tr><td>SWD</td><td>Green</td><td>2.5</td><td>Decline .5%</td></tr></table>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%

Metric/Indicator	Baseline	Expected Outcome
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: 71% EL: 66% AA: 82% Hisp: 71% SWD: 70%	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 75% EL: 68% AA: 83% 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

All staff will utilize a combination of SEL Lessons (Second Step), Pyramid of Success & 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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration and school staff

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	SEL/CKH/PBIS Materials & Awards to enhance learning
Amount	2,500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Expectations posters and supplemental support materials to enhance learning

Strategy/Activity 2

Six (6) Supervision Aides to maintain consistent student supervision on campus.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	35,450
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aides (salary)
Amount	14,131
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Aides (fringes/benefits)
Amount	4,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty coverage (salary & benefits)

Strategy/Activity 3

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 & 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.

Students to be Served by this Strategy/Activity

- X English Learner
- X Foster Youth
- X Low Income
- X Students with Disabilities
- X Specific Student Groups:
  Chronic Absentees - Students with disabilities, homeless, and white.

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administrator, Parents, Teachers, and Office Administration

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student recognition

Strategy/Activity 4

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 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.

Pilot program and salaries to be paid by district funds.

Students to be Served by this Strategy/Activity

- X English Learner
- X Foster Youth
- X Low Income
- X Students with Disabilities
- X Specific Student Groups:
  Chronic Absentees - Students with disabilities, homeless, and white.

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, Certificated and Classified staff members

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

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 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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	31,570
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional Behavior (7hour) - salary
Amount	29,962
Source	Title I

Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional Behavior (7hour) - fringes

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Contracted MH Services - JFS contract

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Math Collaboration and Professional Development	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction.	6,083	Title II

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

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$174,751
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$485,503.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	171,693	0.00
Title I Part A: Parent Involvement	3,057	0.00
LCFF	310,753	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	$171,693.00
Title I Part A: Parent Involvement	$3,057.00

Subtotal of additional federal funds included for this school: $174,750.00

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	$310,753.00

Subtotal of state or local funds included for this school: $310,753.00

Total of federal, state, and/or local funds for this school: $485,503.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	310,753.00
Title I	171,693.00
Title I Part A: Parent Involvement	3,057.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,128.00
2000-2999: Classified Personnel Salaries	156,011.00
3000-3999: Employee Benefits	93,164.00
4000-4999: Books And Supplies	77,536.00
5000-5999: Services And Other Operating Expenditures	147,664.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	6,000.00
2000-2999: Classified Personnel Salaries	LCFF	101,909.00
3000-3999: Employee Benefits	LCFF	54,344.00
4000-4999: Books And Supplies	LCFF	58,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	90,000.00
1000-1999: Certificated Personnel Salaries	Title I	3,071.00
2000-2999: Classified Personnel Salaries	Title I	54,102.00
3000-3999: Employee Benefits	Title I	38,820.00
4000-4999: Books And Supplies	Title I	18,036.00
5000-5999: Services And Other Operating Expenditures	Title I	57,664.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,057.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00

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
Jennifer Geyer	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			
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on October 25, 2023.

Attested:

	Principal, Mrs. Jennifer Geyer on 10/25/23
	SSC Chairperson, Halie Sievers on 10/25/23

Title I and LCFF Funded Program Evaluation

Goal #1:
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.

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

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

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
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 & 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.			
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 benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication and target student needs.			
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.			
Provide opportunities for parents to communicate & 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 & participate in these additional meetings.			
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.			

Goal #3:
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.

Actions/ Activities (Strategies)	What is working and why?	What is not working and why?	Modification(s) based on evaluation results

	(Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**(Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	*Continue or discontinue and why?*
All staff will utilize a combination of SEL Lessons (Second Step), Pyramid of Success & 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.			
Six (6) Supervision Aides to maintain consistent student supervision on campus.			
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 & 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.			
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 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. Pilot program and salaries to be paid by district funds.			
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 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.			
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.			