

School Year: **2020-21**



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	7/1/2020-6/30/2021
Schoolsite Council (SSC) Approval Date	April 30, 2020
Local Board Approval Date	June 23, 2020

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

Bubbling Wells Elementary will work together as a learning community to support and increase early literacy, mathematical conceptual knowledge, and a desire to continue learning with the help of technology, our teachers, school staff, families, and community.

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. Bubbling Wells opened in the fall of 1992, and serves approximately 700 students in grades Transitional Kindergarten through Fifth Grade. 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 city of Desert Hot Springs.

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; & (5) Targeting students for interventions in reading and mathematics.

School-wide programs include:

We provide Mainstream English Language classes in Transitional Kindergarten through 5th Grade that focus on moving students with a primary language other than English toward fluency in academic English.

For Special Education students, we have five special day classes spanning Early Childhood through grade 4 that service our students with mild to moderate special education needs that cannot be met in the mainstream classroom. RSP support is provided for all students who meet the criteria for needing special education services within the mainstream 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 provides support to students within the classroom setting through direct services and collaboration with the classroom teacher.

Students not receiving special education services from a Resource Specialist, but who are significantly at-risk of academic failure are targeted during our Tier 2, 60-minute intervention block. These students receive support alongside students who receive special education services in a push-in model where students are leveled by ability levels and then targeted with extra teacher support.

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.

Our Transitional 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. Students in grades 3-5 are placed with teachers who are either GATE certified or participating in training in GATE instructional strategies.

Purpose and Description

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

Schoolwide Program

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

Bubbling Wells Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title 1 funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year with that information being 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 is solicited from school advisory committees including the ELAC and School Leadership team. The BWES School Plan addresses how LCFF and Title 1 funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA was created with significant stakeholder input and evaluation of current goals/actions over the course of the 2019-20 school year by members of the 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:

- 8/28- 9/1 School Site Council Nominations - nomination form sent as a hard copy to all parents, those parents interested contacted personally by administration. No staff position were needing to be filled this year.
- 9/10-9/14 School Site Council Elections - ballot sent as a hard copy to all parents
- 9/25 SSC #1 -Introduction and district training of SSC, Review & approve SPSA Fall Revision
- 10/29 SSC #2 -unable to meet due to not having a quorum, rescheduled for 12/4
- 12/4 SSC #2 -Safe School Plan and Review of Parent/School Compact
- 2/11 SSC #3 -SPSA & Budget review with current data analysis, discussion of actions to continue/discontinue for next year
- 4/30 SSC #4 - Virtual meeting via Zoom - 2020-21 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 to fund the academic coach for the final year of the three years planned when the position was established.
2. Continue with 6 supervision positions for the next year adjusting the schedule as needed to provide best practice of supervision. (This was changed from 7 positions 12/2019 due to budget constraints)
3. Provide materials and supplies based on a tiered approach to address the varied needs of students and staff at various levels.
4. Continue providing support for intervention/power hour based on proven effectiveness in data.
5. Continue offering opportunities for students to participate in enrichment activities - the council would like to look for additional arts education opportunities for students.

ELAC Meeting Dates and Topics:

- 8/21 ELAC #1 - Information & training meeting
- 9/19 ELAC #2 -Positive Action Parenting Class, Election Nominations, Parent Notifications, School/Home Connections
- 10/17 ELAC #3 -Elections and ELPAC assessment

11/21 ELAC #4 - Continued ELPAC assessment and School/Home Connections
4/29 ELAC #5 - Virtual meeting via Zoom - Review and discussion of SPSA

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:

1. English Language Classes for parents
2. Dual language opportunities
3. Continued paraprofessional support and translation services
4. Parent classes to support their children's academics.

Resource Inequities

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

No resource inequities were identified through our needs assessment.

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.

At the start of the 2019-20 school year, a thorough review of the 2018-19 CAASPP results was conducted. Overall, English Language Arts had positive progress in students who decreased the distance from met. We had a 10.9 point growth that continued the growth progress the school has seen for the past 2 years overall. These gains are largely attributed to the use of Response to Intervention Power Hours with paraprofessional support at all grade levels. The increase of guided reading strategies and gradual release to target the reading claim was also a contributing factor to overall growth.

In March 2020, our interim benchmark results showed the following success:

1. DIBELS - Four grade levels increased proficiency during the second benchmark based on growth since Trimester 1.
2. ELA & Math progress towards proficiency: Teachers at all grade levels were consistently working collaboratively to monitor and discuss student progress in ELA & math standards. They used DIBELS assessments, short cycle assessments and interim benchmarks to monitor student proficiency.
3. Suspension Rates: Our current suspension rate by unduplicated count is 1.187% with 18 suspensions by incident and an unduplicated count of 9. Our Hispanic student group has had 15 incidents that led to suspension and our white group has had 3, these are the only student groups that have had a suspension this year. A focus on positive behavior intervention systems with PBIS Rewards and proactively connecting with students who had struggled with choices in the past through mentoring helped decrease our suspension rates. The use of restorative practices and circles to develop a sense of community was also a contributing factor.

Reflections: Success

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**

ELA & Math progress towards proficiency: Data driven discussions and instructional planning will focus on individual student growth toward meeting or exceeding proficiency in the standards/targets. We will continue to build conceptual understanding in mathematics to support future application of standards. Our academic coaches, release time for peer collaboration/demonstrations will be used to help facilitate growth in the identified areas.

Attendance Rates- Our attendance rate was 94.72%. Our moderate to severe chronic absenteeism is 13.16% with our Students with Disability group having one of the highest percentages of chronically absent students. We are targeting this need by developing stronger home school connections and encouraging parent involvement through parent workshops that address the needs of families both academically and social/emotionally. We will continue to reward attendance through out positive behavior system with rewards and incentives for attending.

We will continue to make progress in lowering our suspension rate and addressing student behaviors while promoting a safe school environment. We will be focusing on Tier 1 school-wide behavior systems to lower the number of students requiring referrals to Tier 2/3 behavior supports. The goal will be clearly identifying expectations across the school and levels, while combining character education with a school-wide focus on Pyramid of Success. We will continue to build a sense of community not only within the classroom, but within the grade level during common periods of time so that behaviors that effect the community can participate in the restoration process and limit future behaviors.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.27%	0.14%	0.27%	2	1	2
African American	3.40%	3.09%	3.1%	25	22	23
Asian	0.27%	0.28%	0.13%	2	2	1
Filipino	%	%	0%			0
Hispanic/Latino	87.76%	88.76%	88.96%	645	632	661
Pacific Islander	%	%	0%			0
White	6.53%	6.18%	6.59%	48	44	49
Multiple/No Response	%	%	0.94%			0
Total Enrollment				735	712	743

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	142	148	137
Grade 1	109	118	121
Grade 2	130	109	125
Grade3	127	117	119
Grade 4	100	120	116
Grade 5	127	100	125
Total Enrollment	735	712	743

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	395	360	321	53.7%	50.6%	43.2%
Fluent English Proficient (FEP)	58	65	118	7.9%	9.1%	15.9%
Reclassified Fluent English Proficient (RFEP)	29	45	59	7.2%	11.4%	16.4%

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
712	91.3	50.6	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	360	50.6
Foster Youth	4	0.6
Homeless	75	10.5
Socioeconomically Disadvantaged	650	91.3
Students with Disabilities	63	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	3.1
American Indian	1	0.1
Asian	2	0.3
Hispanic	632	88.8
Two or More Races	11	1.5
White	44	6.2

School and Student Performance Data


Overall Performance

2019 Fall Dashboard Overall Performance for All Students


Academic Performance

English Language Arts


Yellow

Mathematics

Orange

Academic Engagement

Chronic Absenteeism

Orange

Conditions & Climate

Suspension Rate

Yellow

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 28.7 points below standard Increased ++11.5 points 317	<p>English Learners</p>  Yellow 28.5 points below standard Increased ++14.1 points 189	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 36.7 points below standard Increased ++13 points 21	<p>Socioeconomically Disadvantaged</p>  Yellow 30.8 points below standard Increased ++11.5 points 293	<p>Students with Disabilities</p>  No Performance Color 120.5 points below standard Increased Significantly ++51 points 17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.8 points below standard Increased ++9.2 points 287	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 20 points above standard Increased Significantly ++21.7 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.8 points below standard Increased ++13.1 points 128	58.1 points above standard Increased Significantly ++17.2 points 61	32 points below standard Increased ++12.7 points 121

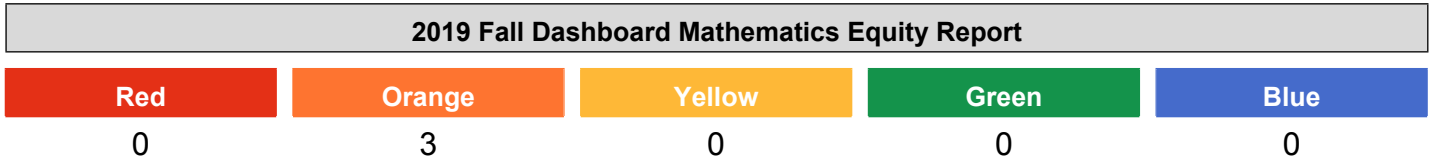
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 56 points below standard Declined -3.9 points 317	<p>English Learners</p>  Orange 53.4 points below standard Maintained -1 points 189	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 58 points below standard Declined -7.4 points 21	<p>Socioeconomically Disadvantaged</p>  Orange 57.6 points below standard Declined -3.2 points 293	<p>Students with Disabilities</p>  No Performance Color 129.6 points below standard Increased Significantly +64.6 points 17

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.3 points below standard Declined -6.4 points 287	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 17.3 points below standard Increased Significantly ++21.2 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

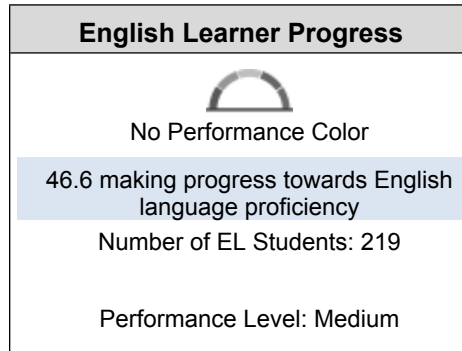
Current English Learner	Reclassified English Learners	English Only
84.8 points below standard Declined -3 points 128	12.3 points above standard Increased ++4 points 61	64.3 points below standard Declined -4.7 points 121

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
43	74	2	100

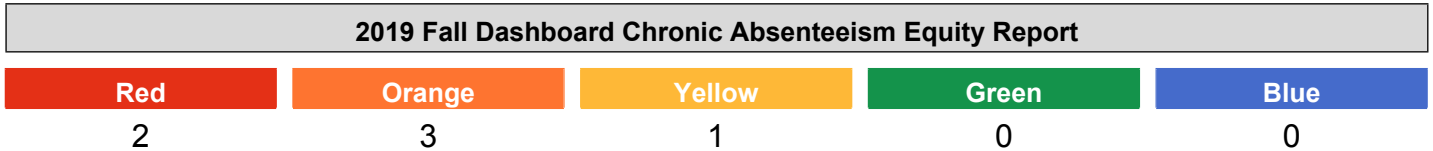
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 13.6 Maintained -0.1 764	<p>English Learners</p>  Orange 7.4 Increased +1.4 376	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  Red 26.6 Increased +4.5 94	<p>Socioeconomically Disadvantaged</p>  Orange 13.7 Maintained +0.4 709	<p>Students with Disabilities</p>  Red 27.4 Increased +6.6 84

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e1eef6; padding: 2px; text-align: center;">35.7</div> Increased +6.1 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e1eef6; padding: 2px; text-align: center;">12</div> Maintained 0 667	 No Performance Color <div style="background-color: #e1eef6; padding: 2px; text-align: center;">30.8</div> Increased +2.2 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow <div style="background-color: #e1eef6; padding: 2px; text-align: center;">19.2</div> Declined -3.2 52

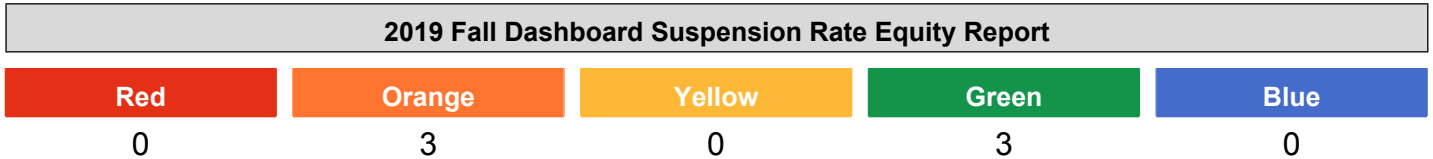
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 2.6 Maintained -0.1 784	<p>English Learners</p>  Green 1 Declined -0.7 382	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 10
<p>Homeless</p>  Orange 3 Increased +0.8 101	<p>Socioeconomically Disadvantaged</p>  Orange 2.8 Increased +0.3 727	<p>Students with Disabilities</p>  Green 2.3 Declined -1.4 88

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10 Increased +6.4 30	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 5	
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.2 Declined -0.4 679	 No Performance Color 0 Declined -7.1 13		 Orange 3.6 Increased +1.7 55

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	2.6

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1 – Increased Academic Achievement

Students will receive instruction and participate in activities at high levels of rigor and 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 as well as the instructional levels based on student needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																															
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow- Low- Increased Significantly- +15 English Learners (EL)- Yellow- Low- Increased Significantly- +15 Hispanic (Hisp)- Yellow- Low- Increased Significantly- +15 African American (AA)- NA Socioeconomically Disadvantaged (SED)- Yellow- Low-Increased Significantly- +15 Students with Disabilities (SWD)- NA	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>28.7 points below standard</td> <td>Increased ++11.5 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>28.5 points below standard</td> <td>Increased ++14.1 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>31.8 points below standard</td> <td>Increased ++9.2 points</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td>Less than 11 Students - Data Not Displayed for Privacy</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>30.8 points below standard</td> <td>Increased ++11.5 points</td> </tr> <tr> <td>SWD</td> <td>No Performance Color</td> <td>120.5 points below standard</td> <td>Increased Significantly ++51 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	28.7 points below standard	Increased ++11.5 points	EL	Yellow	28.5 points below standard	Increased ++14.1 points	Hisp	Yellow	31.8 points below standard	Increased ++9.2 points	AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	SED	Yellow	30.8 points below standard	Increased ++11.5 points	SWD	No Performance Color	120.5 points below standard	Increased Significantly ++51 points			
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California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow- Low- Increased Significantly- +10 English Learners (EL)- Yellow-Low-Increased Significantly- +15 Hispanic (Hisp)- Yellow- Low- Increased Significantly- +15 African American (AA)- NA Socioeconomically Disadvantaged (SED)- Yellow- Low- Increased significantly- +15 Students with Disabilities (SWD)- NA	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>56 points below standard</td> <td>Declined -3.9 points</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>53.4 points below standard</td> <td>Maintained -1 points</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>58.3 points below standard</td> <td>Declined -6.4 points</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td>Less than 11 Students - Data Not Displayed for Privacy</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	56 points below standard	Declined -3.9 points	EL	Orange	53.4 points below standard	Maintained -1 points	Hisp	Orange	58.3 points below standard	Declined -6.4 points	AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy											
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Metric/Indicator	Expected Outcomes	Actual Outcomes								
		<table border="1"> <tr> <td data-bbox="1230 162 1432 224">SED</td> <td data-bbox="1436 162 1629 224">Orange</td> <td data-bbox="1633 162 1827 224">57.6 points below standard</td> <td data-bbox="1831 162 1990 224">Declined -3.2 points</td> </tr> <tr> <td data-bbox="1230 227 1432 305">SWD</td> <td data-bbox="1436 227 1629 305">No Performance Color</td> <td data-bbox="1633 227 1827 305">129.6 points below standard</td> <td data-bbox="1831 227 1990 305">Increased Significantly +64.6 points</td> </tr> </table>	SED	Orange	57.6 points below standard	Declined -3.2 points	SWD	No Performance Color	129.6 points below standard	Increased Significantly +64.6 points
SED	Orange	57.6 points below standard	Declined -3.2 points							
SWD	No Performance Color	129.6 points below standard	Increased Significantly +64.6 points							
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) Will move 10% of students up a level.	California School Dashboard - English Learner Progress Indicator (ELPI) 46.6% making progress towards English Language Proficiency.								
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 70 students	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35 students/ 219 EL students 16% Reclassification Rate								
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)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded English Learners (EL)- 35% Not Met, 20% Nearly Met, 35% Met, 10% Exceeded Hispanic (Hisp)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded English Learners (EL)- 35% Not Met, 20% Nearly Met, 35% Met, 10% Exceeded Hispanic (Hisp)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded								
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)- 50% proficient	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)- 55% proficient								
Williams Textbook/Materials Compliance	100% Williams Textbook/Materials Compliance	100% Williams Textbook/Materials Compliance								

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will use standards-based enrichment and extracurricular activities (virtual college visits, actual college visits, standards based trips, etc.), to enhance the learning of our students.</p> <p>This may include, but is not limited to, student trips to College of the Desert, Ontario Reign Education Day (w/30-page STEM and Common Core curriculum workbook), Crystal Cove Science Day trip (NGSS standards), Leadership camp for student leaders, BWES Arts Program enrichment trips to the McCallum, etc.</p>	<p>Teachers provided standards-based enrichment opportunities through various field trips. This included the cost of admission and transportation for the Ontario Reign Education Day, Living Desert and Art Museum. Many of the cost of our other trips were covered by our PTA and their fundraising efforts. Several trips planned for the end of the year were needing to be cancelled due to COVID-19 school closure.</p>	<p>To cover field trips and programs that support Academic Achievement and enrich learning experiences. 5000-5999: Services And Other Operating Expenditures LCFF 9,000.00</p>	<p>To cover field trips and programs that support Academic Achievement and enrich learning experiences. 5000-5999: Services And Other Operating Expenditures LCFF 1,237.00</p>
<p>Teachers will collaborate and share best educational practices in core curriculum targeting specific sub-groups (ELL, Socioeconomically Disadvantaged, Special Education, 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.</p>	<p>Teachers were provided with additional release time to observe, collaborate and share best educational practices targeting specific sub-groups with grade level and vertical level teams. One day was dedicated to giving release time to the leadership team in order for them to observe classroom instruction and then debrief and collaborate on observations. Two release days were provided for the new teachers and teachers new to grade levels on order for them to observe classroom instruction and</p>	<p>Certificated stipends and extra duty and substitutes 1000-1999: Certificated Personnel Salaries LCFF 5,890.00</p>	<p>Certificated stipends and extra duty and substitutes 1000-1999: Certificated Personnel Salaries LCFF 6,588.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>collaborate with the on-site and district coach. Four release days were provided throughout the year for each grade level to analyze data and collaborate on next steps. Two teachers were provided stipends to assist with administrative designee responsibilities for example when admin was called off site for meetings/trainings.</p>		
<p>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.</p>	<p>Materials, books, and supplies were purchased. Examples included chart paper for classrooms, headphones/earbuds for all students, additional math manipulatives and social studies weekly. Evidence of a positive impact was observed as students collaborated and utilized the materials in the classroom. Additional technology supplies were purchased based on teacher input and needs, this included projectors, printers and additional teacher computers. These purchases allowed teachers to effectively present technology based learning opportunities and student work.</p>	<p>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 17,620.00</p>	<p>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 24,503.00</p>
<p>Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and trainings.</p> <p>Professional development opportunities include, but are not</p>	<p>Conferences that were attended were in partnership with Riverside County Office of Education, decreasing the overall cost. Our counselor attended the school counselor leadership network, and our behavior team attended</p>	<p>Conferences and training focus on increasing instructional rigor</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 1,500.00</p>	<p>Conferences and training focus on increasing instructional rigor</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 664.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
limited to, math, WONDERS, Accelerated Reader, UCLA Principal's Summer Institute, UCLA Institute for New and Aspiring Principals, SPARKS conference, and Kindergarten conference.	classroom discipline with a restorative		
Academic Coach (with conceptual math focus): will help coach and provide model lessons and feedback to certificated staff on instructional practices.	Academic Coach provided coaching and feedback to certificated and classified staff on instructional practices. The coach was available by request for all teachers and throughout the year as there was new information presented through High Impact Math and Kris Tom PD she would provide support for fully implementing the new strategies. She also assisted new teachers with classroom management and instructional strategies providing support in school-wide systems such as Kagan Structures, Thinking Maps, etc.	Academic Coach benefits/fringes 3000-3999: Employee Benefits Title I 36,016.00	Academic Coach benefits/fringes 3000-3999: Employee Benefits Title I 37,027.00
Bilingual personnel support members (2.4 school funded) will be provided to teachers to assist in the areas of ELD materials implementation support, communication 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 for individual students identified through data analysis. They were assigned small groups in all grade levels to support power hour ELD and reading interventions. They assisted with home/school communication and encourage parent involvement with learning activities.	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 43,223.00	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 43,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Supplemental Instructional and Technology Supplies: online e-subscriptions and software licenses to increase rigor and support student learning in the core subjects (math, ELA, science, social studies, PE).</p> <p>Licenses and on-line subscriptions include, but are not limited to, Read Live, History Weekly readers, IXL.</p>	<p>Online e-subscriptions and software licenses supported student learning. We purchased a Read N Quiz e-subscription for grades 1-5 to encourage reading comprehension and student goal setting/achievements. Lap Trackers software was purchased for PE to encourage student monitoring of goals.</p>	<p>online e-subscriptions and software licenses. 5000-5999: Services And Other Operating Expenditures Title I 1,000.00</p>	<p>online e-subscriptions and software licenses. 5000-5999: Services And Other Operating Expenditures Title I 1,400.00</p>
<p>ELA Tier 2 intervention: Classroom paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy.</p>	<p>Classroom paraprofessional aides supported our strategic and intensive students in classrooms with the focus of literacy. They worked with small groups of tier 2 students identified by teams using data analysis of DIBELS data and other assessments. The provided small group instructional support that was consistently monitored and adjusted to intervene and assist students with meeting grade level requirements.</p>	<p>Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 15,537.00</p>	<p>Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 15,500</p>
<p>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.</p>	<p>Our Senior paraprofessional worked with our teachers and other paraprofessional aides to support our strategic and intensive students in classrooms with the focus of literacy. They worked with small groups of students identified by teams using data analysis of DIBELS data and other assessments. The provided small group instructional support that was consistently monitored and</p>	<p>Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 19,453.00</p>	<p>Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 19,500</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

adjusted to intervene and assist students with meeting grade level requirements.

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 was effective in helping increase reading skills that were focused on during each grade level's power hour support period. These gains are largely attributed to the use of Response to Intervention Power Hours that includes the use of paraprofessional support to assist the classroom teacher in guided reading instruction. English Language Arts has had positive progress in students who have decreased the distance from met. We have continued our growth for the past 2 years since the implementation of this action. Teachers were supported with new curriculum and instructional strategies through the efforts of the academic coaches. The academic coach provided coaching and feedback to certificated and classified staff on instructional practices. Teachers were supported with new curriculum and instructional strategies through the efforts of the academic coaches. We were seeing good growth progress overall through DIBELS testing throughout the year and on the trimester 2 benchmarks. Students were making progress in mathematical discourse on the various conceptual understandings that were being targeted in the mathematical landscapes. Teacher & student feedback was positive regarding the purchase of additional supplemental materials including Social Studies Weekly & Read N Quiz. We will continue providing additional release time for teachers to observe, collaborate and share best educational practices. We observed an increase in collaboration that impacted student academic progress. We will continue providing release time for teachers. Classroom alignment and vertical alignment was continuing to further develop through this process. Release was provided to new teachers in order for them to observe and collaborate on best educational practices.

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

Materials and supplies were purchased to provide students and teachers with the supplies they were needing within the budget constraints this year. Replacement of technology was a significant cost that needed to be address during the year. Staff input was requested to assist in developing a tiered plan for providing materials and supplies based on the input of the grade level leads mid-year. The goal of this was to identify the needs of the various levels and ensure that we are meeting the needs of everyone in the school within the constrains of the current budget. Conference cost was decreased due to attending conferences provided by Riverside County Office of Education at a lower cost. Conferences that were attended were in partnership with Riverside County Office of Education, decreasing the overall cost. Our counselor attended the school counselor leadership network, and our behavior team attended Classroom discipline with a restorative practices approach.

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 are going to lower the amount set aside for field trips to provide the needed materials & supplies based on staff feedback. Staff input was requested to assist in developing a tiered plan for providing materials and supplies based on the input of the grade level leads mid-year. The goal of this was to identify the needs of the various levels and ensure that we are meeting the needs of everyone in the school within the constrains of the current budget. Enrichment opportunities will still be provided through district partnerships and fundraising efforts by the PTA. Professional Development will primarily be provided through district consultants, initiatives and partnerships with RCOE. We will continue with additional professional development opportunities that meet school-wide needs. Adjustments will be made to include that once staff attends a conference they will be scheduled to debrief/share what they learned with other applicable staff members and one of our regularly scheduled meetings.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2 – Parent Engagement

Long Term Attendance Goal:

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. Beginning the 2019-2020 school year, all elementary schools will have at least 96.0% attendance rates, all middle and high schools will have at least 95.0% attendance rates.

Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the 2019-2020 school year.

The objective is to increase parent and community member participation in the school learning community to increase in time and sophistication of learning needs and outcomes.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates (Color - Status - Level - Change) All Students (ALL)- 95% attendance rate all students.	Student Attendance Rates (Color - Status - Level - Change) All Students (ALL)- 94.72% attendance rate all students.																												
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Green (10%) - Status - Level - Change) All Students (ALL) Green-decrease by 3.7%- 10% English Learner (EL) Green-10% Hispanic (Hisp) Green- 10% African American (AA) Green-10% Socioeconomically Disadvantaged (SED) Green- 10% Students with Disabilities (SWD)- Green 10%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>13.6</td> <td>Maintained - 0.1</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>7.4</td> <td>Increased +1.4</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>12</td> <td>Maintained 0</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>35.7</td> <td>Increased +6.1</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>13.7</td> <td>Maintained +0.4</td> </tr> <tr> <td>SWD</td> <td>Red</td> <td>27.4</td> <td>Increased +6.6</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	13.6	Maintained - 0.1	EL	Orange	7.4	Increased +1.4	Hisp	Orange	12	Maintained 0	AA	No Performance Color	35.7	Increased +6.1	SED	Orange	13.7	Maintained +0.4	SWD	Red	27.4	Increased +6.6
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Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results (Family Survey):	Family School Connectedness via Panorama Family Climate Survey Knowledge and Fairness of Discipline, Rules, and Norms- 94% Sense of Belonging (School Connectedness)- 94%																												

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Knowledge and Fairness of Discipline, Rules, and Norms- 95% Sense of Belonging (School Connectedness)- 97% Climate of Support for Academic Learning- 97% Safety- 95% LCAP- 95%	Climate of Support for Academic Learning- 96% Safety- 95% LCAP- 89%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
To increase daily attendance, the school will give students/classes/parents incentives for attendance including, but not limited to, bicycles/helmets, certificates, community business partnership donations, and individual student prizes.	The community liaison worked closely with administration to identify and target chronic absenteeism. An incentive program was established for students/families who made improvements in targeted areas of need.	Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 1,200.00	Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 2,000
The principal participates with community groups such as Rotary, Chamber of Commerce, etc. The principal and school staff will engage parents in communication and activities. The principal and school staff will seek to partner with community groups and members.	Administration focused on school community engagement, connecting with students and their families. They also participated in local community events and encouraged community partnerships.	Administration will attend community functions and join selected community groups	Administration will attend community functions and join selected community groups
Site SSC, ELAC in conjunction with administration and teachers will schedule and conduct Parent Education Trainings to make parents more aware of state content standards and how to work more effectively with their children to help them learn. Site SSC,	Parent Engagement opportunities included hosting 7 habits for successful families, Mental Health classes for families and requested academic support. Pastries with the Principal was held monthly as an opportunity for parents to meet with administration to discuss new	Purchase materials, supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 3,043.00	Purchase materials, supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 3,140

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELAC in conjunction with administration will provide training for parents through consultants, workshops, conferences and other activities. Part time paraprofessional's will support parents with training, school transitions and home/school connections as part of the school's parent center.</p>	<p>ideas and areas for improvement for the school as a whole.</p>		
<p>School staff will solicit parents to volunteer in classrooms, participate on committees and provide support and suggestions to school operations and procedures.</p>	<p>Parents were encouraged to complete the volunteer application and work with staff to support learning activities. Parents input and suggestions for school operations and procedures was solicited monthly at Pastries with the Principal as well as at PTA, ELAC and SSC.</p>		

Analysis

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

We were very close to meeting our goal of 95% attendance. We were effectively addressing families that were on track as chronically absent through the work with our community liaison prior to the position becoming vacant. Incentives & rewards continued until the school closure. Parents were encouraged to go through the volunteer process to participate and provide support to students.

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

Incentives and rewards were spent at the beginning of the year based on what had been purchased in prior years. Due to the budget decrease, changes had to be made as to what and how the money was used to effectively provide the incentives and rewards while effectively utilizing free materials and goods to supplement the incentives/rewards that were offered to students.

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

Incentives & rewards will be changed to not include raffles of larger items and instead focusing smaller items that can be purchased in bulk and/or student experience (ie. lunch with the principal, extra recess, etc.) Admin will continue to participate in community events as a representative of the school, encouraging mutual partnerships with the school. We will roll out volunteers for classrooms and field trips at Back to School Night with parents encouraged to complete the

application & fingerprint process at the beginning of the year. Parent Education trainings next year will focus on family events such as literacy nights, math nights and science nights encouraging families to support & get students excited for lifelong learning.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3 – Safe and Healthy Learning Environment

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 to students on the characteristics of safe and drug free behavior.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Suspension Rates: (Color (%) - Status - Level Change) All Students (ALL)- green, 2.0%, medium, English Learner (EL)- green, 1%, medium, Hispanic (Hisp)- green, 2%, medium, African American (AA)- NA, 3%, Socioeconomically Disadvantaged (SED)- green, 2%, medium Students with Disabilities (SWD)- yellow, 3%,</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>2.6</td> <td>Maintained - 0.1</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>1</td> <td>Declined -0.7</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>2.2</td> <td>Declined -0.4</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>10</td> <td>Increased +6.4</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>2.8</td> <td>Increased +0.3</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>2.3</td> <td>Declined -1.4</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	2.6	Maintained - 0.1	EL	Green	1	Declined -0.7	Hisp	Green	2.2	Declined -0.4	AA	No Performance Color	10	Increased +6.4	SED	Orange	2.8	Increased +0.3	SWD	Green	2.3	Declined -1.4
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<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Students with Disabilities (SWD)</p>	<p>Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>																												
<p>Panorama Survey - School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: 76% EL: 77% AA: 88% Hisp: 76% SWD: 63%</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: 71% EL: 70% AA: 63% Hisp: 71% SWD: 76%</p>																												

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 60% EL: 62% AA: 57% Hisp: 60% SWD: 54%	Panorama Survey - School Safety Baseline Data: All students: 62% EL: 66% AA: 63% Hisp: 62% SWD: 61%
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
Game On Coach for Structured Recess program.	Game on Coach provided a structured recess program.	Salary 2000-2999: Classified Personnel Salaries LCFF 4,446.00	Salary 2000-2999: Classified Personnel Salaries LCFF 4,500
Seven (7) Supervision Aides to increase student supervision on campus. With our new SEL model, this will allow us to include the Tier 2 intervention of adding a recess/lunch detention to our program that will not affect the classroom teachers.	Supervision Aides were decreased to 6 due to cost. Schedules and areas of supervision were changed to ensure student supervision on campus with 6 supervision aides. A cooling room was added during the hot months that did not affect classroom teachers.	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 42,054.00	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 33,175.00
Tier 1 SEL Program: Administrator and teachers will conduct trimester award assemblies to highlight student achievement, the importance of attending school, and to positively motivate students in the area of ELA, Math, Science and Social Behavior.	Administrators and teachers conducted trimester awards assemblies, SEL incentives, and PBIS reward incentives to help support our School Safety program and Pyramid of Success.	SEL incentives to help support our Pyramid of Success and School Safety program. 4000-4999: Books And Supplies LCFF 2,000.00	SEL incentives to help support our Pyramid of Success and School Safety program. 4000-4999: Books And Supplies LCFF 2,000

**Planned
Actions/Services**

This will also include SEL incentives to help support our Pyramid of Success.

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

The Game on Coach provided a structured recess program to all grade levels and intramural sports to targeted grade levels. Schedules and areas of supervision were changed to ensure student supervision on campus with 6 supervision aides. This led to a decrease of suspension rate up until the school closure. PBIS rewards and other incentives were used to promote positive behavior expectations.

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 added PBIS rewards as part of the DHS cohort. Staff and students began implementing after Trimester 1 with the student stores primarily being in the classroom and a school wide incentives & store beginning to roll out December - February. Due to the increase of mid-year personnel costs, the supervision aides were decreased from 7 to 6 total while maintaining and enhancing the quality of supervision of students.

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

We will continue to have 6 supervision aides and will fine tune schedules to include recess prior to eating during lunch periods to minimize behaviors in the lunchroom and decrease loss of class time for discipline. We will continue to develop the PBIS rewards systems throughout the school with common rules & expectations at every grade level that follow the school-wide expectations of Respect, Responsibility and Safety. We will increase the positive incentives for students using student and staff input in creating classroom, grade level and school-wide incentives.

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

Identified Need

1. We are 28.7 points below standard in ELA overall. In math we are 56 points below standard indicating a need to improve first instruction and support student needs through targeted interventions.
2. Although all student groups improved in the distance from met in English Language Arts from 2018 to 2019 student group placements remain in the low status levels overall.
3. Our current English Learners in ELA SBAC are 28.5 points below standard. In mathematics they are 53.4 points below standard.
4. We have 50.6% English Learners (over half). We have 53.3% of English Learners who did not progress 1 or more levels in proficiency.
6. Our reclassification goal for 2020-21 will be 50 students.
7. We will move 50% of students up a level in English Language Proficiency (ELPI).
8. Although Students with Disabilities (SWD) increased in the distance from met by 51 points in ELA and 64.6 points in math, SWD are still lower than other student groups.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	All	Yellow	28.7 points below standard	Increased ++11.5 points	All	Yellow	25.7 points below standard	Increase +3 points
	EL	Yellow	28.5 points below standard	Increased ++14.1 points	EL	Yellow	25.5 points below standard	Increase +3 points
	Hisp	Yellow	31.8 points below standard	Increased ++9.2 points	Hisp	Yellow	28.8 points below standard	Increase +3 points

Metric/Indicator

Baseline

Expected Outcome

Students with Disabilities (SWD)

AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Yellow	30.8 points below standard	Increased ++11.5 points
SWD	No Performance Color	120.5 points below standard	Increased Significantly ++51 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

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

St. Group	Color	DFS/Percentage	Change
All	Orange	56 points below standard	Declined - 3.9 points
EL	Orange	53.4 points below standard	Maintained - 1 points
Hisp	Orange	58.3 points below standard	Declined - 6.4 points
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy
SED	Orange	57.6 points below standard	Declined - 3.2 points
SWD	No Performance Color	129.6 points below standard	Increased Significantly +64.6 points

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
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 - 14% of Students Met or Exceeded the California Science Test

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

California School Dashboard – English Learner Progress Indicator (ELPI)

California School Dashboard - English Learner Progress Indicator (ELPI) 46.6% making progress towards English Language Proficiency.

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: 50% making progress towards English Language Proficiency

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35 students/ 219 EL students

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 20%

Metric/Indicator	Baseline	Expected Outcome
	16% Reclassification Rate	
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)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded English Learners (EL)- 35% Not Met, 20% Nearly Met, 35% Met, 10% Exceeded Hispanic (Hisp)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded	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
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

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.

Students to be Served by this Strategy/Activity

X Specific Student Groups:
English Language Learner/students in Intensive and Strategic Guided Reading Leveled groups

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	20,886.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tier 2 classroom support (salary)
Amount	7,524.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Tier 2 classroom support (fringes)

Strategy/Activity 2

Teachers will use standards-based enrichment and extracurricular activities (college visits, field trips connected to instructional standards, leadership experiences for student leaders, etc.), to enhance the learning of students.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administrator, Counselor and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field trips and programs that support Academic Achievement & Enrichment of learning experiences.

Strategy/Activity 3

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 for students at-risk in academic goals.

Students to be Served by this Strategy/Activity

- Students with Disabilities
- All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administrators, TOSA and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated stipends and extra duty and substitutes
Amount	6,943.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Relase time for teacher collaboration, learning walks, leadership vertical teaming, peer coaching

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

- All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	24,637.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials, books, supplies, and other needed instructional items in the areas of science, math and ELA for Instructional Rigor

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administrator, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description

Conferences and training focus on increasing instructional rigor

Strategy/Activity 6

Academic Coach (with conceptual math focus): will help coach and provide model lessons and feedback to certificated staff on instructional practices.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration & TOSA

Proposed Expenditures for this Strategy/Activity

Amount 38,700.00

Source Title I

Budget Reference 3000-3999: Employee Benefits

Description Academic Coach benefits/fringes

Amount 96,000.00

Source Title I

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Academic Coach salary

Strategy/Activity 7

Bilingual personnel support members will be provided to teachers to assist in the areas of ELD materials implementation support, communication 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

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

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	47,000.00
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	30,500.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	benefits/fringes
Amount	1,500.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty- salary
Amount	500.00
Source	LCFF

Budget Reference	3000-3999: Employee Benefits
Description	extra duty- fringes

Strategy/Activity 8

Supplemental Instructional and Technology Supplies: 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, Read N Quiz

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental instructional materials, including online e-subscriptions and software licenses

Strategy/Activity 9

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.

Students to be Served by this Strategy/Activity

Specific Student Groups:
English Language Learner/students in Intensive and Strategic Guided Reading Leveled groups

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	17,500.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tier 2 classroom support (salary)
Amount	6,400.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Tier 2 classroom support (fringes)

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

The objective is to increase parent and community member participation in the school learning community to increase in time and sophistication of learning needs and outcomes.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

Attendance rates as of March 2020 prior to COVID-19 school closure was 94.72%
 Chronic Absenteeism rate is 13.7% and has declined 3.3% since the previous year.
 Overall we are yellow with all student groups being yellow in ELA. Overall we are orange with all student groups being orange in math.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 197 responses on Panorama /LCAP survey	Parent Participation in Stakeholder Input Processes - 250 responses on Panorama /LCAP survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline Results (Family Survey): Knowledge and Fairness of Discipline, Rules, and Norms- 94% Sense of Belonging (School Connectedness)- 94% Climate of Support for Academic Learning- 96% Safety- 95% LCAP- 89%	Baseline Results (Family Survey): Knowledge and Fairness of Discipline, Rules, and Norms- 96% Sense of Belonging (School Connectedness)- 96% Climate of Support for Academic Learning- 98% Safety- 97% LCAP- 91%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 77% Hispanic (Hisp) - 77%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 79% Hispanic (Hisp) - 79% African American (AA) - 65%

Metric/Indicator	Baseline	Expected Outcome
African American (AA)	African American (AA) - 63%	
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 100	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 150

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

- English Learner
- All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Principal, TOSA, Teachers and school staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation services and childcare opportunities (Salary)

Amount	500.00
Source	Title I Part A: Parent Involvement
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.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration & School Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Building partnerships with community organizations, including attendance at community functions supporting community groups/members

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. Part time paraprofessional's will support parents with training, school transitions and home/school connections as part of the school's parent center.

Students to be Served by this Strategy/Activity

English Learner
 Low Income

Students with Disabilities

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration, school staff, SSC, ELAC, PTA

Proposed Expenditures for this Strategy/Activity

Amount	1,564.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials, supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Long Term Attendance Goal:

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. Beginning the 2019-2020 school year, all elementary schools will have at least 96.0% attendance rates, all middle and high schools will have at least 95.0% attendance rates.

Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the 2020-21 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 to students on the characteristics of safe and drug free behavior.

LCAP Goal

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

Identified Need

Attendance rates as of March 2020 prior to COVID-19 school closure was 94.72%

Chronic Absenteeism rate is 13.7% and has declined 3.3% since the previous year.

Overall we are yellow with all student groups being yellow in ELA. Overall we are orange with all student groups being orange in math.

62% of all students felt safe at school based on Panorama Survey.

71% of all students felt connected to school based on Panorama Survey.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.72% as of March 2020 School Closure	Student Attendance Rates All Students (ALL) - 96%																
Chronic Absenteeism Rates	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change					<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change				
St. Group	Color	DFS/Percentage	Change															
St. Group	Color	DFS/Percentage	Change															

Metric/Indicator

Baseline

Expected Outcome

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

All	Orange	13.6	Maintained - 0.1
EL	Orange	7.4	Increased +1.4
Hisp	Orange	12	Maintained 0
AA	No Performance Color	35.7	Increased +6.1
SED	Orange	13.7	Maintained +0.4
SWD	Red	27.4	Increased +6.6

All	Yellow	11.6	Decline -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

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

St. Group	Color	DFS/Percentage	Change
All	Yellow	2.6	Maintained - 0.1
EL	Green	1	Declined - 0.7
Hisp	Green	2.2	Declined - 0.4
AA	No Performance Color	10	Increased +6.4
SED	Orange	2.8	Increased +0.3
SWD	Green	2.3	Declined - 1.4

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
AA	No Performance Color	5	Decline Significantly -5
SED	Green	1.8	Decline Significantly -1
SWD	Green	1.3	Decline Significantly -1

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 Connectedness
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Panorama Survey - School Connectedness
Baseline Data:
All students: 71%
EL: 70%
AA: 63%
Hisp: 71%
SWD: 76%

Panorama Survey - School Connectedness
Baseline Data:
All students: 73%
EL: 72%
AA: 65%
Hisp: 73%
SWD: 78%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety Baseline Data: All students: 62% EL: 66% AA: 63% Hisp: 62% SWD: 61%	Panorama Survey - School Safety Baseline Data: All students: 64% EL: 68% AA: 65% Hisp: 64% SWD: 63%
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results	100% Williams Facilities Inspection Results

Planned Strategies/Activities

Strategy/Activity 1

Game On Coach for Structured Recess program.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	4,850.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary

Amount	4,700.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes/Extra Duty

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	36,000.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aides (salary)

Amount	7,500.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Aides (fringes/benefits)

Strategy/Activity 3

To increase daily attendance, the school will give students/classes/parents incentives for attendance including, but not limited to: certificates, community business partnership donations, and individual student prizes.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
Chronic Absentees

Timeline

7/1/2020-6/30/2021

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 awards and incentives.

Strategy/Activity 4

All staff will utilize Pyramid of Success to teach expectations and positive character traits. Positive behavior systems will be continued/established to encourage and acknowledge students meeting behavioral expectations throughout the day. Administrators and teachers will provide SEL and academic rewards and incentives for students that include but are not limited to: trimester awards, PBIS rewards incentives and student store, student celebrations, pyramid of success materials

Students to be Served by this Strategy/Activity

- All

Timeline

7/1/2020 - 6/30/2021

Person(s) Responsible

Administration and school staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	SEL incentives to help support & acknowledge student participation
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Pyramid of Success and PBIS Rewards support materials

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)
High Impact Math PD	July 1, 2019 - June 30, 2020			
Technology TOSAs	July 1, 2019 - June 30, 2020			
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020			
High Impact Math PD	July 1, 2019 - June 30, 2020			
School House Project ELA PD	July 1, 2019 - June 30, 2020			
Kagan PD	July 1, 2019 - June 30, 2020			

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)

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

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$161,707
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$386,204.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	158,643	0.00
Title I Part A: Parent Involvement	3,064	0.00
LCFF	224,497	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	\$158,643.00
Title I Part A: Parent Involvement	\$3,064.00

Subtotal of additional federal funds included for this school: \$161,707.00

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	\$224,497.00

Subtotal of state or local funds included for this school: \$224,497.00

Total of federal, state, and/or local funds for this school: \$386,204.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	224,497.00
Title I	158,643.00
Title I Part A: Parent Involvement	3,064.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	109,943.00
2000-2999: Classified Personnel Salaries	128,736.00
3000-3999: Employee Benefits	96,324.00
4000-4999: Books And Supplies	30,201.00
5000-5999: Services And Other Operating Expenditures	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	7,000.00
2000-2999: Classified Personnel Salaries	LCFF	127,736.00
3000-3999: Employee Benefits	LCFF	57,124.00
4000-4999: Books And Supplies	LCFF	28,637.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	102,943.00
3000-3999: Employee Benefits	Title I	38,700.00
5000-5999: Services And Other Operating Expenditures	Title I	17,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,564.00

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				
Elizabeth Cardenaz				X	
Belen Tienda				X	
Breanna Sewell				X	
Tanya Torres				X	
Graciela Escatell				X	
Susana Leon			X		
Melinda Kuechler		X			
Peri Acar		X			
Kris Woody		X			
Jennifer Geyer	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

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 April 30, 2020.

Attested:



Principal, Mrs. Jennifer Geyer on 5/22/20

SSC Chairperson, Tanya Torres on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049
