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<br>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** | October 15, 2020 |
| **Local Board Approval Date** | November 10, 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.

# Table of Contents

# 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)

X  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.

| | |
|---|---|
| **Reflections: Success** | 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.<br><br>In March 2020, our interim benchmark results showed the following success:<br>1. DIBELS - Four grade levels increased proficiency during the second benchmark based on growth since Trimester 1.<br>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.<br>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.<br><br>In Fall of 2020, during Distance Learning we had the following successes:<br>1. Attendance during distance learning was 94% average % present during the month of September.  This was one of the highest percentages compared to other elementary schools in our area with similar demographics.  We attribute the success of regular attendance to the teachers and office staff providing technical support and reaching out to families not attending on a regular basis to assist with solutions for engaging their students in online learning.<br>2. Behavior Referrals were almost non-existent (only 2 office referrals and 8 teacher managed referrals through September) during distance learning this fall, due to the home-school relationship and our ability to reach out and support students and parents as soon as a concern was presented.<br>3. Home/School connectedness was better than in past years due to the circumstances and ongoing communication focused on supporting individual students.  Schoolwide implementation of Classdojo in addition to social media, Peachjar and Blackboard has provided multiple methods of communication reaching a wide spread parent population.<br>4. Professional growth in technology to enhance instruction, using our resources (i.e. TOSAs), and adapting to our current teaching environment to meet the needs of our students. |

5. Increased collaboration across grade levels, focused on planning for instruction and meeting the individual needs of students and student groups.

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.

In August 2020, our beginning of the year benchmarks reflected significant student needs following the school closure due to COVID in Spring 2020.  As we were needing to begin the 2020 school year with Distance Learning staff, students and parents were adapting to a new instructional environment that was 100% online.  This learning situation magnified past needs as well as technology and access needs for students and staff.  Due to the pandemic and health requirement throughout the community we also identified a variety of SEL needs that focused on students connecting with peers, adapting to the changes in learning environments and familial challenges brought about through the pandemic. We also identified the following academic needs students were experiencing through our beginning of the year assessments:

In Fall of 2020, during Distance Learning we had the following needs identified:
1. Attendance/commitment to small group intervention and independent learning during asynchronous assignments.
2. There has been an onslaught of new technology platforms and programs to facilitate online learning, the plans the school had to supplement online programs is no longer needed at this time per teacher feedback.
3. Meeting the academic needs for students to close the gaps from school closure / distance learning within a small period of synchronous learning time each day.
4. Instructional support for struggling students (especially younger students) who do not have the support at home throughout the day while participating in online learning.

# 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 | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** <br><br> Yellow | **Chronic Absenteeism** <br><br> Orange | **Suspension Rate** <br><br> Yellow |
| **Mathematics** <br><br> Orange | | |

# 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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 3 | 0 | 0 |

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 | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Yellow | No Performance Color |
| 28.7 points below standard | 28.5 points below standard | 0 Students |
| Increased ++11.5 points | Increased ++14.1 points | |
| 317 | 189 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | No Performance Color |
| 36.7 points below standard | 30.8 points below standard | 120.5 points below standard |
| Increased ++13 points | Increased ++11.5 points | Increased Significantly ++51 points |
| 21 | 293 | 17 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| 8 | | 1 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 31.8 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 20 points above standard |
| Increased ++9.2 points | | | Increased Significantly ++24.7 points |
| 287 | 6 | | 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.

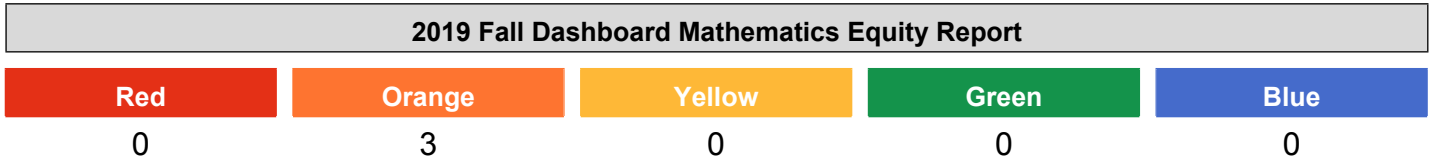| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 69.8 points below standard | 58.1 points above standard | 32 points below standard |
| Increased ++13.1 points | Increased Significantly ++17.2 points | Increased ++12.7 points |
| 128 | 61 | 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:

| Lowest Performance | | | | | | | | | | Highest Performance |
|---|---|---|---|---|---|---|---|---|---|---|
| | Red | | Orange | | Yellow | | Green | | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 3 | 0 | 0 | 0 |

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 |
|---|

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Orange | Orange | |
| 56 points below standard | 53.4 points below standard | |
| Declined -3.9 points | Maintained -1 points | |
| 317 | 189 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| No Performance Color | Orange | No Performance Color |
| 58 points below standard | 57.6 points below standard | 129.6 points below standard |
| Declined -7.4 points | Declined -3.2 points | Increased Significantly ++64.6 points |
| 21 | 293 | 17 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>8 | | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>1 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange<br><br>58.3 points below standard<br><br>Declined -6.4 points<br><br>287 | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>6 | | No Performance Color<br><br>17.3 points below standard<br><br>Increased Significantly ++21.2 points<br><br>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 | 12.3 points above standard | 64.3 points below standard |
| Declined -3 points | Increased ++4 points | Declined -4.7 points |
| 128 | 61 | 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 |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| 46.6 making progress towards English language proficiency |
| Number of EL Students: 219 |
| Performance Level: Medium |
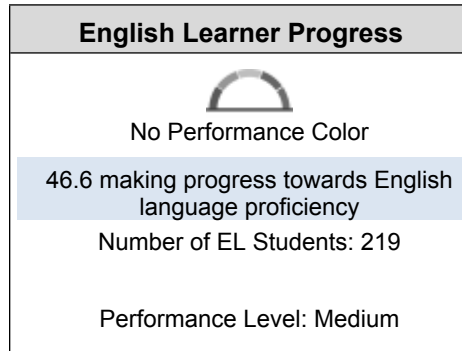
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 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 |
| 19.6 | 33.7 | 0.9 | 45.6 |

# 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:

Lowest
Performance
Red          Orange          Yellow          Green          Blue
Highest
Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 3 | 1 | 0 | 0 |
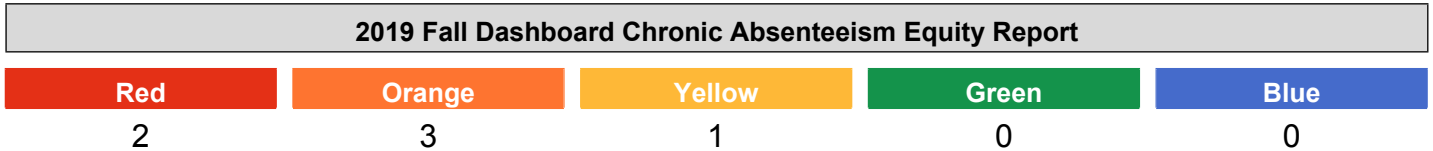
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Orange | Orange | No Performance Color |
| 13.6 | 7.4 | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -0.1 | Increased +1.4 | 5 |
| 764 | 376 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| Red | Orange | Red |
| 26.6 | 13.7 | 27.4 |
| Increased +4.5 | Maintained +0.4 | Increased +6.6 |
| 94 | 709 | 84 |

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 35.7 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +6.1 | 2 | 2 | 0 |
| 28 | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | No Performance Color | No Performance Color | Yellow |
| 12 | 30.8 | Less than 11 Students - Data Not Displayed for Privacy | 19.2 |
| Maintained 0 | Increased +2.2 | 0 | Declined -3.2 |
| 667 | 13 | | 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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 3 | 0 | 3 | 0 |
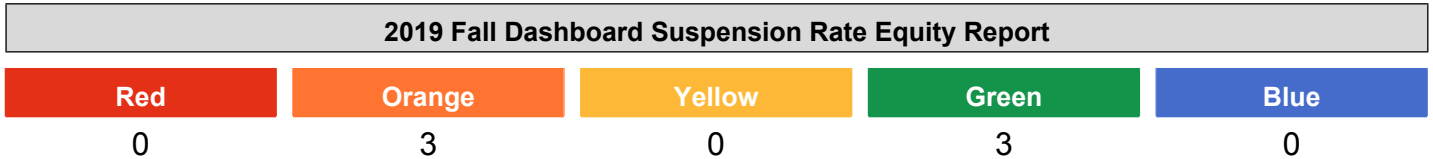
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Green | No Performance Color |
| 2.6 | 1 | Less than 11 Students - Data Not |
| Maintained -0.1 | Declined -0.7 | 10 |
| 784 | 382 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Orange | Orange | Green |
| 3 | 2.8 | 2.3 |
| Increased +0.8 | Increased +0.3 | Declined -1.4 |
| 101 | 727 | 88 |

## 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | |
| 10 | Less than 11 Students - Data 2 | Less than 11 Students - Data 5 | |
| Increased +6.4 | | | |
| 30 | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Green | No Performance Color | | Orange |
| 2.2 | 0 | | 3.6 |
| Declined -0.4 | Declined -7.1 | | Increased +1.7 |
| 679 | 13 | | 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<br>All Students (ALL)<br>English Learners (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD)<br><br>) | California School Dashboard - Academic Indicator for English Language Arts<br>(Color (DFM) - Status - Level - Change)<br>All Students (ALL) Yellow- Low- Increased Significantly- +15<br>English Learners (EL)- Yellow- Low- Increased Significantly- +15<br>Hispanic (Hisp)- Yellow- Low- Increased Significantly- +15<br>African American (AA)- NA<br>Socioeconomically Disadvantaged (SED)- Yellow- Low-Increased Significantly- +15<br>Students with Disabilities (SWD)- NA | (see table below) |
| California School Dashboard - Academic Indicator for Mathematics All Students (ALL)<br>English Learners (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | California School Dashboard - Academic Indicator for Mathematics<br>(Color (DFM) - Status - Level - Change)<br>All Students (ALL) Yellow- Low- Increased Significantly- +10<br>English Learners (EL)- Yellow-Low-Increased Significantly- +15<br>Hispanic (Hisp)- Yellow- Low- Increased Significantly- +15<br>African American (AA)- NA<br>Socioeconomically Disadvantaged (SED)- Yellow- Low- Increased significantly- +15<br>Students with Disabilities (SWD)- NA | (see table below) |

Actual Outcomes (English Language Arts):

| 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 |

Actual Outcomes (Mathematics):

| 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 |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

| | | 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 |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| 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 Indictors 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 |
|---|---|---|---|
| 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.<br><br>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. | 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. | To cover field trips and programs that support Academic Achievement and enrich learning experiences.<br>5000-5999: Services And Other Operating Expenditures<br>LCFF<br>9,000.00 | To cover field trips and programs that support Academic Achievement and enrich learning experiences.<br>5000-5999: Services And Other Operating Expenditures<br>LCFF<br>1,237.00 |
| 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. | 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 | Certificated stipends and extra duty and substitutes<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>5,890.00 | Certificated stipends and extra duty and substitutes<br>1000-1999: Certificated Personnel Salaries<br>LCFF<br>6,588.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | 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. | | |
| Supplemental instructional and technology supplies (including, but not limited to: headphones, classroom manipulatives, leveled readers, science materials, DVD players, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc. | Materials, books, and supplies were purchased. Examples included 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. | 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 | 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 |
| Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and trainings.<br><br>Professional development opportunities include, but are not | 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 | Conferences and training focus on increasing instructional rigor<br><br>5000-5999: Services And Other Operating Expenditures LCFF 1,500.00 | Conferences and training focus on increasing instructional rigor<br><br>5000-5999: Services And Other Operating Expenditures LCFF 664.00 |

| 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 |
|---|---|---|---|
| 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).<br><br>Licenses and on-line subscriptions include, but are not limited to, Read Live, History Weekly readers, IXL. | 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. | online e-subscriptions and software licenses.<br>5000-5999: Services And Other Operating Expenditures<br>Title I<br>1,000.00 | online e-subscriptions and software licenses.<br>5000-5999: Services And Other Operating Expenditures<br>Title I<br>1,400.00 |
| 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. | 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. | Tier 2 classroom support (salary)<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>15,537.00 | Tier 2 classroom support (salary)<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>15,500 |
| 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. | 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 | Tier 2 classroom support (salary)<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>19,453.00 | Tier 2 classroom support (salary)<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>19,500 |

| **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<br>All Students (ALL) | Student Attendance Rates (Color - Status - Level - Change)<br>All Students (ALL)- 95% attendance rate all students. | Student Attendance Rates (Color - Status - Level - Change)<br>All Students (ALL)- 94.72% attendance rate all students. |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Chronic Absenteeism Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | Chronic Absenteeism Rates (Green (10%) - Status - Level - Change)<br>All Students (ALL) Green-decrease by 3.7%- 10%<br>English Learner (EL) Green-10%<br>Hispanic (Hisp) Green- 10%<br>African American (AA) Green-10%<br>Socioeconomically Disadvantaged (SED) Green- 10%<br>Students with Disabilities (SWD)- Green 10% | (see table below) |

| 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 |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Family School Connectedness via Panorama Family Climate Survey<br>All Students (ALL)<br>Hispanic (Hisp)<br>African American (AA) | Family School Connectedness via Panorama Family Climate Survey<br><br>Baseline Results (Family Survey): | Family School Connectedness via Panorama Family Climate Survey<br><br>Knowledge and Fairness of Discipline, Rules, and Norms- 94%<br>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 |
|---|---|---|---|
| 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. | ideas and areas for improvement for the school as a whole. | | |
| School staff will solicit parents to volunteer in classrooms, participate on committees and provide support and suggestions to school operations and procedures. | 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. | | |

## 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 |
|---|---|---|
| Suspension Rates:<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | Suspension Rates:<br>(Color (%) - Status - Level Change)<br>All Students (ALL)- green, 2.0%, medium,<br>English Learner (EL)- green, 1%, medium,<br>Hispanic (Hisp)- green, 2%, medium,<br>African American (AA)- NA, 3%,<br>Socioeconomically Disadvantaged (SED)- green, 2%, medium<br>Students with Disabilities (SWD)- yellow, 3%, | *see table below* |
| Expulsion Rates<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Students with Disabilities (SWD) | Expulsion Rates<br>All Students (ALL)- 0%<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) | Expulsion Rates<br>All Students (ALL)- 0%<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA)<br>Socioeconomically Disadvantaged (SED)<br>Students with Disabilities (SWD) |
| Panorama Survey - School Connectedness<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Panorama Survey - School Connectedness<br>Baseline Data:<br>All students:  76%<br>EL:  77%<br>AA: 88%<br>Hisp: 76%<br>SWD: 63% | Panorama Survey - School Connectedness<br>Baseline Data:<br>All students: 71%<br>EL:  70%<br>AA: 63%<br>Hisp: 71%<br>SWD: 76% |

Actual Outcomes (Suspension Rates):

| 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 |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Panorama Survey - School Safety<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Panorama Survey - School Safety<br>Baseline Data:<br>All students: 60%<br>EL:  62%<br>AA: 57%<br>Hisp: 60%<br>SWD: 54% | Panorama Survey - School Safety<br>Baseline Data:<br>All students: 62%<br>EL:  66%<br>AA: 63%<br>Hisp: 62%<br>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<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>4,446.00 | Salary<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>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)<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>42,054.00 | Supervision Aides (salary)<br>2000-2999: Classified Personnel Salaries<br>LCFF<br>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.<br>4000-4999: Books And Supplies<br>LCFF<br>2,000.00 | SEL incentives to help support our Pyramid of Success and School Safety program.<br>4000-4999: Books And Supplies<br>LCFF<br>2,000 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| This will also include SEL incentives to help support our Pyramid of Success. | | | |

## 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.
9. Gaps in student learning from the School Closure in Spring 2020 and subsequent need for Distance Learning Fall 2020.

## Measuring and Reporting Results

| Metric/Indicator | | | | |
|---|---|---|---|---|
| California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) | | | | |

**Baseline**

| 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 |

**Expected Outcome**

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | Yellow | 25.7 points below standard | Increase +3 points |
| EL | Yellow | 25.5 points below standard | Increase +3 points |
| Hisp | Yellow | 28.8 points below standard | Increase +3 points |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

**Socioeconomically Disadvantaged (SED)**
**Students with Disabilities (SWD)**

Baseline table:

| Group | Color | DFS | Change |
|---|---|---|---|
| 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 |

Expected Outcome table:

| Group | Color | DFS | Change |
|---|---|---|---|
| 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)**

Baseline 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 |
| 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 |

Expected Outcome table:

| 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**

Baseline: California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5 - 14% of Students Met or Exceeded the California Science Test

Expected Outcome: 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)**

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

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

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35 students/ 219 EL students<br>16% Reclassification Rate | English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 20% |
| 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results<br>All Students (ALL) | 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.<br>(Percent of Students who Met or Exceeded Standard)<br>All Students (ALL)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded<br>English Learners (EL)- 35% Not Met, 20% Nearly Met, 35% Met, 10% Exceeded<br>Hispanic (Hisp)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded | 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.<br>(Percent of Students who Met or Exceeded Standard)<br>All Students (ALL)- 27% Not Met, 28% Nearly Met, 33% Met, 18% Exceeded<br>English Learners (EL)- 32% Not Met, 23% Nearly Met, 32% Met, 13% Exceeded<br>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:<br>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 (ie-virtual art lessons) and virtual extracurricular activities (ie- virtual clubs, college visits, field trips connected to instructional standards, leadership experiences for student leaders, etc.), to enhance the student learning & promote student engagement while addressing the needs of the whole child..

## Students to be Served by this Strategy/Activity

<u>X</u>     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** | 4000-4999: Books And Supplies |
| **Description** | Enrichment and extra-curricular activities that support student engagement & enrichment of learning experiences while addressing the needs of the whole child. |

## 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. Targeted focus areas will be addressed vertically for systemic interventions/collaboration.

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

X    Students with Disabilities

X    All

### Timeline

7/1/2020 - 6/30/2021

### Person(s) Responsible

Administrators, TOSA and Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4,985.00 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Certificated stipends/extra duty for vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior) |

| | |
|---|---|
| **Amount** | 11,500 |
| **Source** | Title I |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Release time/substitutes for teacher collaboration, learning walks, leadership vertical teaming, Academic/peer coaching |

| | |
|---|---|
| **Amount** | 13,200 |
| **Source** | LCFF |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Certificated stipends for priority standard alignment and developing instructional resources |

# 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

X      All

## Timeline

7/1/2020 - 6/30/2021

## Person(s) Responsible

Administration, TOSA and teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 27,122.00 |
| **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. Stipends/Extra duty will be provided for staff working outside their normal work hours to attend these 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

X      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 |

| | |
|---|---|
| **Amount** | 3,300 |
| **Source** | LCFF |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Stipend/Extra duty for certificated staff attending professional development outside their workday. |

| | |
|---|---|
| **Amount** | 1,000 |
| **Source** | LCFF |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Extra duty for classified staff attending professional development assignments outside their workday. |

## 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

X     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** | 94,500.00 |
| **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/translation with parents and students, presentation of materials to students, assisting classroom teachers with instructional strategies, materials and resources.

## Students to be Served by this Strategy/Activity

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

## Timeline

7/1/2020 - 6/30/2021

## Person(s) Responsible

Administration, TOSA and teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 46,500.00 |
| **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 | 29,500.00 |
| Source | LCFF |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | benefits/fringes |
| Amount | 3,500.00 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | extra duty- salary |
| Amount | 1,500.00 |
| 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

X     All

### Timeline

7/1/2020 - 6/30/2021

**Person(s) Responsible**

Administration, classroom teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 6,015 |
| **Source** | LCFF |
| **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

| | |
|---|---|
| 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** | 17,500.00 |
| **Source** | Title I |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Tier 2 classroom support (salary) |
| **Amount** | 6,400.00 |
| **Source** | Title I |

**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.
Parent support and engagement throughout distance learning in order to better support student engagement/achievement.

## 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<br>All Students (ALL)<br>Hispanic (Hisp)<br>African American (AA) | Baseline Results (Family Survey):<br>Knowledge and Fairness of Discipline, Rules, and Norms- 94%<br>Sense of Belonging (School Connectedness)- 94%<br>Climate of Support for Academic Learning- 96%<br>Safety- 95%<br>LCAP- 89% | Baseline Results (Family Survey):<br>Knowledge and Fairness of Discipline, Rules, and Norms- 96%<br>Sense of Belonging (School Connectedness)- 96%<br>Climate of Support for Academic Learning- 98%<br>Safety- 97%<br>LCAP- 91% |
| Climate of Support for Academic Learning via Panorama Family Climate Survey<br>All Students (ALL) | Climate of Support for Academic Learning via Panorama Family<br>Climate Survey<br>All Students (ALL) - 77% | Climate of Support for Academic Learning via Panorama Family Climate Survey<br>All Students (ALL) - 79%<br>Hispanic (Hisp) - 79% |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Hispanic (Hisp)<br>African American (AA) | Hispanic (Hisp) - 77%<br>African American (AA) - 63% | African American (AA) - 65% |
| 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

| X | English Learner |
|---|---|
| X | All |

## Timeline

7/1/2020-6/30/2021

## Person(s) Responsible

Principal, TOSA, Teachers and school staff

## Proposed Expenditures for this Strategy/Activity

| Amount | 3,000.00 |
|---|---|
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |

| | |
|---|---|
| **Description** | Translation services and childcare opportunities (Salary) |
| **Amount** | 1,500.00 |
| **Source** | LCFF |
| **Budget Reference** | 3000-3999: Employee Benefits |
| **Description** | Translation services and childcare opportunities  (Fringes) |

# Strategy/Activity 2

Administration and school staff will engage parents in ongoing/updated communication and activities. Administration and school staff will participate and seek to partner with community groups and members to mutually benefit students and the community.

## Students to be Served by this Strategy/Activity

X     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.

## Students to be Served by this Strategy/Activity

X     English Learner

| X | Low Income |
| X | Students with Disabilities |
| X | All |

## Timeline

7/1/2020-6/30/2021

## Person(s) Responsible

Administration, school staff,  SSC, ELAC, PTA

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 2,000.00 |
| **Source** | Title I Part A: Parent Involvement |
| **Budget Reference** | 4000-4999: Books And Supplies |
| **Description** | Purchase materials, supplies |

| | |
|---|---|
| **Amount** | 1,352.00 |
| **Source** | Title I Part A: Parent Involvement |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. |

# 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.

COVID-19 guidelines from CDE & state require additional safety measures for maintaining health & physical safety of students on campus.

## Measuring and Reporting Results

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |
| Student Attendance Rates<br>All Students (ALL) | Student Attendance Rates<br>All Students (ALL) - 94.72% as of March 2020 School Closure | Student Attendance Rates<br>All Students (ALL) - 96% |

| **Metric/Indicator** | **Baseline** | **Expected Outcome** |
|---|---|---|
| Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) | | |

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| All | 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 |

| St. Group | Color | DFS/Percentage | Change |
|---|---|---|---|
| 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 |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) | Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0% | Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0% |
| Panorama Survey – School 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% | Panorama Survey - School Connectedness Baseline Data: All students: 73% EL: 72% AA: 65% Hisp: 73% |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | SWD: 76% | SWD: 78% |
| Panorama Survey – School Safety<br>All Students (ALL)<br>English Learner (EL)<br>Hispanic (Hisp)<br>African American (AA) | Panorama Survey - School Safety<br>Baseline Data:<br>All students: 62%<br>EL: 66%<br>AA: 63%<br>Hisp: 62%<br>SWD: 61% | Panorama Survey - School Safety<br>Baseline Data:<br>All students: 64%<br>EL: 68%<br>AA: 65%<br>Hisp: 64%<br>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

<u>X</u>    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 | 4,600.00 |
| 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

| X | 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 student engagement and attendance, the school will monitor and celebrate students/classes/parents who increase targeted attendance and overall student engagement through student recognition programs and incentives.  Incentives may include, but are not limited to: certificates, class and individual student prizes.

## Students to be Served by this Strategy/Activity

X       All

X       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 tiered behavior systems will be continued/further developed to encourage and acknowledge students meeting behavioral expectations throughout the day.  Additional instructional materials that reflect these ideals will be purchased as needed for grade level/classroom use. Administrators and teachers will provide SEL and academic rewards and incentives for students that include but are not limited to: student of the month awards, trimester awards, PBIS rewards incentives/student store, student celebrations.

## Students to be Served by this Strategy/Activity

X       All

## Timeline

7/1/2020 - 6/30/2021

## Person(s) Responsible

Administration and school staff

**Proposed Expenditures for this Strategy/Activity**

| | |
|---|---|
| **Amount** | 1,000.00 |
| **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** <br><br> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development | **Start Date Completion Date** | **Proposed Expenditure** | **Estimated Cost** | **Funding Source (itemize for each source)** |
| NGSS TOSA | July 1, 2020 - June 30, 2021 | Onsite PD and support with evidence-based practices to build best first instruction | 6,247 | Title I |
| Technology TOSAs | July 1, 2020 - June 30, 2021 | Support the integration of technology into instruction for both staff and students | 11,611 | Title II |
| Supplemental Intervention Services - Extended day tutoring and extended school year academies | July 1, 2020 - June 30, 2021 | Tutoring and extended school year opportunities | 41,394 | Title I |
| High Impact Math PD | July 1, 2020 - June 30, 2021 | Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding | 32,700 | Title I |
| School House Project ELA PD | July 1, 2020 - June 30, 2021 | Consultant and substitutes to support rigorous ELA instruction and the GRR model | 6,000 | Title I |

| School Goal #2: Increase Parent and Community Partnerships | | | | |
|---|---|---|---|---|
| **Actions to be Taken to Reach This Goal** <br><br> Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development | **Start Date Completion Date** | **Proposed Expenditure** | **Estimated Cost** | **Funding Source (itemize for each source)** |
| 7 Habits of Effective Families Classes | July 1, 2019 - June 30, 2020 | Parenting Classes on effective strategies and structures | 1,667 | Title IV |

| School Goal #3: Maintain Healthy and Safe Learning Environment | | | | |
|---|---|---|---|---|
| **Actions to be Taken to Reach This Goal**<br><br>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 | $176,938 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $401,434.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I | 173,585 | 0.00 |
| Title I Part A: Parent Involvement | 3,352 | 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 | $173,585.00 |
| Title I Part A: Parent Involvement | $3,352.00 |

Subtotal of additional federal funds included for this school: $176,937.00

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: $401,434.00

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF | 224,497.00 |
| Title I | 173,585.00 |
| Title I Part A: Parent Involvement | 3,352.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 127,485.00 |
| 2000-2999: Classified Personnel Salaries | 134,588.00 |
| 3000-3999: Employee Benefits | 97,224.00 |
| 4000-4999: Books And Supplies | 34,122.00 |
| 5000-5999: Services And Other Operating Expenditures | 8,015.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF | 16,500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 115,736.00 |
| 3000-3999: Employee Benefits | LCFF | 52,124.00 |
| 4000-4999: Books And Supplies | LCFF | 32,122.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 8,015.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 110,985.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 17,500.00 |
| 3000-3999: Employee Benefits | Title I | 45,100.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Parent Involvement | 1,352.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 2,000.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|---|---|---|---|---|
| Jennifer Geyer | X | | | | |
| Tanya Torres | | | | X | |
| Erick Sanchez | | | | X | |
| Lourdes Gallardo | | | | X | |
| Lourdes Alfau Castro | | | | X | |
| Mary Palacios | | | | X | |
| Susana Leon | | | X | | |
| Molly Gibson | | X | | | |
| Kris Woody | | X | | | |
| Lydia Barrios | | X | | | |
| **Numbers of members of each category:** | **1** | **3** | **1** | **5** | |

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

# Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on October 15, 2020.

Attested:

| | |
|---|---|
| *(signature)* | Principal, Mrs. Jennifer Geyer on 10/15/20 |
| | SSC Chairperson, Erick Sanchez on 10/15/20 |