



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Bubbling Wells Elementary School
Address	67501 Camino Campanero Desert Hot Springs, CA 92240
County-District-School (CDS) Code	33-67173-6111025
Principal	Mrs. Jennifer Geyer
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2022 - 6/30/2023
Schoolsite Council (SSC) Approval Date	April 28, 2022
Local Board Approval Date	June 28, 2022

☒ This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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

School Profile

Bubbling Wells Elementary School is one of sixteen elementary schools in the Palm Springs Unified School District. We are a Gold Ribbon School, recognized for our RtI&I model that has been refined each year to meet the current needs of our students. Bubbling Wells opened in the fall of 1992. Located just south of the city limits of Desert Hot Springs, school attendance boundaries include the county areas of the city of Desert Hot Springs as well as students from the city of Desert Hot Springs. Our school enrollment has declined slightly over the past few years. We currently serve approximately 670 students in grades Transitional Kindergarten through Fifth Grade. 99.2% of our students receive free and/or reduced lunch and 41.4% of our students are designated as English Language Learners. Bubbling Wells will remain on a 2-1-2 weekly calendar this school year. This means that every Wednesday, the students will be released early so that administration and teachers can attend professional development opportunities, student data meetings, grade-level collaboration, and faculty meetings. The time set aside every Wednesday will be from 12:30 p.m. until 2:30 p.m.

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

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

School-wide programs include:

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

Our Transitional and Kindergarten programs are full days. 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 mathematics skills are a part of the full program TK-5th.

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

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

Students not receiving special education services from a Resource Specialist, but who are significantly at risk of academic failure are targeted during our Tier 2 classroom interventions focusing on ELA and math skills. This includes

our schoolwide power hour ELA intervention, a 60-minute intervention block in the classroom. Classroom teachers are consistently assessing student growth in reading comprehension in order to provide guided reading support during power hour and increase student reading proficiency for struggling students. For students needing additional reading support, we have 2 Reading Intervention teachers and 3 paraprofessionals providing Tier 3 pull-out reading support throughout the day for qualified general education students in grades 1-5.

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

Purpose and Description

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

☒ 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 2020-21 school year by members of the School Site Council (SSC), English Language Advisory Committee (ELAC), school leadership team as well as input from other staff, students and community members.

School Site Council met on the following dates to review the current SPSA and discussed modifications/future actions that were used in creating the new SPSA:

8/9-8/12 School Site Council Nominations - NO OPENINGS NEED TO BE FILLED THIS YEAR. (nomination form is typically sent online through a google form to all parents and to all staff members.)

8/16-8/19 School Site Council Elections - NO OPENINGS NEED TO BE FILLED THIS YEAR (ballot is typically sent as a google form to all parents and to all staff members. Results collected electronically due to COVID measures and parent feedback)

9/1 SSC #1 -Introduction and district training of SSC, Election of SSC officers, Review and input on SPSA revisions. Review Title 1 parent & Family Engagement Policy and Home-School Compact, Uniform Complaint Procedures, and SSC Bylaws

10/13 SSC #2 -Review and approve of School Safety Plan based on input from the last meeting, Approval of SPSA Fall revisions.

1/27 SSC #3 -SPSA & Budget review with current data analysis, discussion of actions to continue/discontinue for next year.

4/27 SSC #4 - 2022-23 SPSA presented and approved by the SSC.

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

1. Continue funding the additional reading intervention teacher and 3 paraprofessionals to assist with grades 3-5 Tier 3 reading support.
2. Continue with 6 supervision positions for the next year adjusting the schedule as needed to provide the best practices of supervision and opportunities for collaboration. Increase supervision hours to assist with maintaining trained personnel.
3. Provide materials and supplies based on the established tiered approach to address the varied needs of students and staff at various levels throughout the school.
4. Continue providing support for intervention/power hour tier 2 interventions based on proven effectiveness in data. Continue focusing on intervention for learning gaps that occurred during the pandemic and from health exclusions.

ELAC Meeting Dates and Topics:

8/26 ELAC #1 - Information & training meeting, Election Nominations, ELPA assessment

11/18 ELAC #2 - ELAC Training

12/16 ELAC #3 - Initial and Annual ELPAC Notification Explanation, Reclassification Procedures, PSUSD District Wide Needs Assessment & School Needs assessment

2/2 ELAC #4 - ELPAC Updates, How are ELs included in the school SPSA

3/2 ELAC #5 - ELPAC Updates, Reclassification Criteria Overview, Supporting students in reaching reclassification

5/3 ELAC #6 - Summer Opportunities and sharing site based plans for intervention/support in coming year

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.

Through our needs assessment, we recognize that many of our students have not grown academically as in years past due to school closures, distance learning, and ongoing health exclusions/absences related to the pandemic. Therefore, we will continue to fund our Reading Intervention Teachers and support staff to address the concerns with reading growth. As a staff and with School Council Input we have determined that addressing the reading concerns is the target because it has an impact on students accessing other content areas. Data from prior years points to a resource inequity within our Students with Disabilities student group. We will continue to use our Academic Coach to help support our RSP and SDC teachers to ensure their interventions are meeting the needs of their students as well. We will continue to focus on student attendance, as this has been a struggle for all student groups but especially a concern for our student with disabilities compared to the general education peers.

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

Since there were no state assessments in the 2020 and 2021 school years and no fully updated CA Dashboard in the last few years, we will reflect on our areas of need through the use of local assessments and our benchmark data.

Suspension Rate Indicator for 2022-23 is .916% with 11 unduplicated suspensions this year, this has decreased from 25 during the 2018-19 school year and 20 during the 2019-20 school year. We have developed stronger Tier 2 & 3 supports for students with explicit expectations posted and taught across campus in various areas. We have also trained all staff in restorative practices and the inclusion of SEL time daily has led to more proactive approaches to discipline as we focus on learning together and learning from the impact our actions have on others. Strong communication with families and positive relationships built prior to the behavior has significantly reduced the need for behavior interventions beyond Tier 2, as well as our ability to reach out and support students and parents as soon as a concern was presented.

Teachers have done an incredible job of adapting regular instructional pacing to include interventions and differentiation to address a variety of student levels of understanding in their classrooms. Teachers have been provided time to observe in classrooms across campus on days that our roving substitutes did not have another assignment. We have seen an increase in colleagues asking and opening their doors to their colleagues for this learning opportunity which has had a positive impact on collaboration and understanding of student needs in general. They have increased vertical collaboration to create common instructional strategies across grade levels that allow each classroom teacher and team to support individual students while providing access to the rigor of grade-level standards.

ELA & Math Benchmark Reports - The focus on priority standards and increased grade level and vertical collaboration to identify areas of need and priorities for learning has allowed teachers and students to focus on skills/standards that will most impact overall student learning. Grade Levels and Teachers who were consistently meeting with small groups and using running record data to inform comprehensive instruction (word analysis and reading comprehension) made the most progress on STAR assessments for Early Literacy and Reading. Students in primary grades who were showing reading readiness after Fall STAR assessment and on running records were assessed on STAR Reading and 45% tests at/above grade level. In math, grade levels and teachers who embraced High Impact math strategies, including LES lessons and talk moves by integrating them into regular consistent instruction had more students demonstrating growth and assessing at/above grade level in math.

Winter 2022 Results:

Early Literacy: Kindergarten- 52% below grade level & 48% At/Above grade level (increase of 14% Fall to Winter)
1st grade- 56% below grade level & 44% At/Above grade level (increase of 6% Fall to Winter)
2nd grade - 79% below grade level & 21% At/Above grade level (increase of 1% Fall to Winter)

Reading: 1st grade Reading (optional for students showing reading readiness- 17 students tested)
18% below benchmark & 82% at/above grade levels
2nd grade Reading (optional for students showing reading readiness- 38 students tested) 55% below benchmark & 45% at/above grade levels
3rd grade - 72% below grade level & 28% At/Above grade level (no change from Fall to Winter)
4th grade - 66% below grade level & 34% At/Above grade level (increase of 9% from Fall to Winter)
5th grade - 84% below grade level & 16% At/Above grade level (decrease of 1% from Fall to Winter)

Math: 1st grade - 39% below grade level & 61% At/Above grade level (increase of 7% from Fall to Winter)
2nd grade - 69% below grade level & 31% At/Above grade level (increase of 13% from Fall to Winter)
3rd grade - 66% below grade level & 34% At/Above grade level (increase of 5% from Fall to Winter)
4th grade - 77% below grade level & 23% At/Above grade level (decrease of 3% from Fall to Winter)
5th grade - 84% below grade level & 16% At/Above grade level (increase of 4% from Fall to Winter)

English Learners have continued to develop their proficiency in English language Development, though we have seen a decrease in the number of students who were able to re-classify due to these struggles of distance learning. This year we have seen a lot of growth since students have been back in person. We had 8 students reclassified with limited opportunities to show proficiency due to interruptions in state testing the last couple of years. We have seen growth in STAR assessments, running records, and teacher-created assessments that reflect growth in ELs that reflect the positive impact of in-person learning vs online learning in past years.

This year's panorama survey results show that families are feeling a stronger sense of climate for supporting student academic learning while students report an overall increase in this area but the struggles with being able to participate in discussions actively and teacher support were impacted by health guidelines and the ability to implement many of the engagement strategies that we would use in typical years. Students do report a higher level of believing they can succeed in achieving academic outcomes and an increase in their sense of feeling safe at school.

Supporting Actions:

1. Continue professional development and collaboration on best first instructional practices that are backward mapped and reflect the rigor of the grade-level standards. Utilize the academic coach to support teams and individual teachers.
2. Continue collaboration across grade levels and in vertical teams to assess data, and analyze strengths and challenges. Teams will focus on planning for effective instruction and meeting the individual needs of students and student groups. By looking at SBAC, STAR, and running record data the staff will work steadily to increase achievement for all students as they progress in mastery of the California Common Core Standards.
3. As a result of these meetings each teacher identifies target students from their class. The teacher uses a variety of agreed-upon short-cycle and benchmark assessments to track their progress. After analyzing the data, goals are set and instruction is modified to help those students move to the next performance band. All of this is accomplished through ongoing monitoring and changing of plans when needed.
4. We will continue to provide Tier 2 intervention support by our reading intervention teachers and site-funded paraprofessionals. This Tier 3 intervention supports students needing additional support with making progress in reading comprehension beyond the tier 2 supports that they are receiving in their classroom during Power Hour
5. The district will take over fully funding the Playworks Coach to support structured recess activities and keep discipline/suspension rates low. The coach effectively builds relationships with students and encourages active participation in recess activities based on established rules and expectations to minimize social conflicts and discipline needs.
6. The district will continue to fund an Academic Coach and the site will provide additional follow-up paid collaboration opportunities for teachers around the implementation of the professional development and data analysis.
7. The district will continue to provide professional development with High Impact math and the school will support the implementation of these strategies through time for teachers to collaborate, classroom visits for colleagues to see instruction and assist in collaborative conversation, as well as district coaching support on campus. The district will also continue to fund one day of Kagan's professional development to promote high levels of student engagement within all content areas.
8. The district will continue to fund a Reading Intervention teacher and will add a 7-hour Bilingual paraprofessional to support our Tier 3 Reading Intervention program for students in grades 1-3.

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

Since there were no state assessments in the 2020 and 2021 school years and no fully updated CA Dashboard in the last few years, we will reflect on our areas of need through the use of local assessments and our benchmark data.

Attendance Rates this year have continued to be a struggle as students and families are continually needing to stay home if feeling symptomatic and due to health exclusions related to COVID. In the last few months of school, we have seen increases in attendance that reflect changing policies at the county and state levels regarding COVID and symptomatic students. Our attendance rate is 83.79% this year compared to 91.95% during distance learning/hybrid learning last year and 95.92% the previous year when we met our attendance goal of 95%. We continue to see chronic absenteeism that is higher in our Students with Disabilities group. Re-establishing routines for students arriving on time, expectations for consistent attendance, and understanding the impact of absences on students' academic progress, and social and emotional development will be crucial areas to address as students return to a regular school schedule. We continue to see a dramatic difference in attendance rates between student groups with students with disabilities, socio-economically disadvantaged, and Foster Youth groups showing a higher proportion of students who have been identified as chronically absent this past year.

Suspension Rate Indicator for 2022-22 is .916% with 11 unduplicated suspensions this year, this has decreased from 25 during the 2018-19 school year and 20 during the 2019-20 school year. We need to further develop tier 2 systems of support for students who are struggling with meeting expectations on a

**Reflections:
Identified
Need**

regular basis while teaching/maintaining expectations in all areas of campus to keep discipline/suspension low. We will continue to provide professional development and support in implementing Restorative Practices and Check-in/Check-out systems schoolwide for tier 2 support of struggling students. We will also continue to develop Mentoring systems and procedures with staff and peers on campus as part of our Tier 2 behavior supports. Our Culture & climate Committee will continue to develop and maintain the systems and procedures we have put in place schoolwide for strong tier 1 behavior support, focusing on explicitly teaching, practicing, and rewarding students who are meeting the established behavioral expectations and the pyramid of success character traits.

ELA & Math Benchmarks - Across the grades, the gap is growing between high kids and low kids persisted. Achievement continues to be below what is expected for student growth for those who do not regularly attend a school or had excessive absences regardless of whether or not they were from Health exclusions, excused, or non-excused reasons. Absences were noted to especially impact small group instruction or related service sessions that were designed as interventions following the concerns of distance learning the previous year. Students with disabilities are being monitored toward goal progress through data collection procedures and participation is being tracked through service tracker programs. EL, Foster Homeless youth and SPED students are consistently performing below their grade level peers on interim assessments due to the trauma experienced due to the pandemic and ongoing support systems strained because of the fall out of the pandemic and ongoing health concerns.

STAR Reading Results showed that grade levels and teachers who struggled with implementing consistent small group instruction that reflected current reading levels of students based on running record data had limited growth/progress towards grade-level mastery. Small group instruction was limited during the Winter period and was impacted by COVID restrictions and health exclusions, this impacted many grade levels' ability to effectively impact this strategy that has demonstrated effectiveness. This year teachers were learning how to effectively assess students regularly using Running Records and then using that data to analyze and design comprehensive instruction that met student needs. Small groups need to be met regularly with students requiring tier 2 intervention supports being met daily throughout the week, even as students are pulled for tier 3 supports in reading.

Winter 2022 Results:

Early Literacy: Kindergarten- 52% below grade level & 48% At/Above grade level (increase of 14% Fall to Winter)

1st grade- 56% below grade level & 44% At/Above grade level (increase of 6% Fall to Winter)

2nd grade - 79% below grade level & 21% At/Above grade level (increase of 1% Fall to Winter)

Reading: 1st grade Reading (optional for students showing reading readiness- 17 students tested)
18% below benchmark & 82% at/above grade levels

2nd grade Reading (optional for students showing reading readiness- 38 students tested) 55% below benchmark & 45% at/above grade levels

3rd grade - 72% below grade level & 28% At/Above grade level (no change from Fall to Winter)

4th grade - 66% below grade level & 34% At/Above grade level (increase of 9% from Fall to Winter)

5th grade - 84% below grade level & 16% At/Above grade level (decrease of 1% from Fall to Winter)

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5th grade - 84% below grade level & 16% At/Above grade level (increase of 4% from Fall to Winter)

This year's panorama survey results show several areas of opportunity to better address student needs and increase academic, social, and emotional growth. Due to county and state health guidance that has limited in-person activities and volunteers/visitors at school, we have seen a decrease in home/school connection. Parent feedback has been that though zoom has been useful in some respects they miss the in-person connections made through after-school activities, PTA events, and school-sponsored events throughout the year. They are happy that as restrictions have lessened there have been more opportunities available and look forward to a more normal school year next year. Though student responses showed that they are overall feeling an increase in safety at school they do not feel that the expectations and consequences of breaking the rules are clear. Reflection and follow-up with students in the grades that showed a decrease in this area and more need provided input that when the teacher is explicitly referring to the expectations matrix and explaining consequences to students they have a better understanding. Often it was students who were not receiving discipline that felt they didn't know the expectations/rules and they wished that teacher and staff would provide more reminders and opportunities to learn them. They feel that if this was done regularly throughout the year, there would be fewer referrals and students getting in trouble that interrupt their learning. Our survey results also show us that we have an increase in risk behaviors that are related to emotional health and unhealthy behaviors. Staff experience and conversations with students

throughout the year have reflected similar results and trauma from school closures, family stressors, and overall lack of socialization over the past couple of years are common factors found in the increase.

Designated English Language Development had to be self-contained in each classroom this year and we have noticed a significant difference in our ability to meet the wide variety of ELL learners in some classrooms/grade levels as a result. Collaboration and interactions between peers were limited due to health restrictions and students' reports that impacted their development and communication skills compared to previous instructional strategies that were in place. In the future, when health guidance allows we will be going back to leveling ELLs during designated ELD times to optimize the effectiveness of instruction to meet similar needs.

Supporting Actions:

1. We will continue to provide Tier 2 intervention support by our reading intervention teachers and site-funded paraprofessionals. This Tier 3 intervention supports students needing additional support with making progress in reading comprehension beyond the tier 2 supports that they are receiving in their classroom during Power Hour. The district is providing the Reading Intervention Teacher and a 7-hour bilingual paraprofessional for grades 1-3. As a site, we will continue funding an additional Reading Intervention Teacher to focus on support for students in grades 3-5 and 2 additional paraprofessional positions to support students in grades 1-5.
2. Continued professional development and collaboration on best first instructional practices that are backward mapped and reflect the rigor of the grade-level standards. Utilize the academic coach to support teams and individual teachers as they are developing professionally with support and strategies that effectively impact student achievement.
3. Continue collaboration across grade levels and in vertical teams to assess data, and analyze strengths and challenges. Teams will focus on planning for effective instruction and meeting the individual needs of students and student groups. By looking at SBAC, STAR, and running record data the staff will work steadily to increase achievement for all students as they progress in mastery of the California Common Core Standards.
3. As a result of these meetings each teacher will identify target students from their class that represent various student groups and achievement levels in their class. The teacher will use a variety of agreed-upon short-cycle and benchmark assessments to track their progress. After analyzing the data, goals are set and instruction is modified to help those student groups move to the next performance band. All of this is accomplished through ongoing monitoring and changing of plans when needed.
5. We will continue to target chronic absenteeism through developing relationships with the families and students and promoting connection to the school using restorative practices, classroom circles, and SEL lessons. We will initiate an attendance committee that will meet regularly to monitor attendance trends and contacts families and students. They will provide positive incentives for students who are meeting attendance goals at regular intervals.
6. We will continue addressing the areas of need in math through vertical collaboration on High Impact math strategies and best first instruction. We will collaborate with Math experts on how to implement these strategies within the district-adopted curriculum and reflect the current needs of our students. Teachers will provide additional intervention within the classroom setting by using a gradual release of responsibility combined with small group pull-out support for groups of students struggling independently.
7. We will address the needs in the Panorama survey for home school connection, students explicitly understanding rules & expectations, and increase tier 2 & 3 supports as we maintain our tier 1 social-emotional learning and community building.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	148	137	103
Grade 1	118	121	113
Grade 2	109	125	114
Grade3	117	119	121
Grade 4	120	116	108
Grade 5	100	125	103
Total Enrollment	712	743	662

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	360	321	274	50.6%	43.2%	41.4%
Fluent English Proficient (FEP)	65	118	112	9.1%	15.9%	16.9%
Reclassified Fluent English Proficient (RFEP)	45	59	36	11.4%	16.4%	11.2%

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
662	99.2	41.4	1.1
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	274	41.4
Foster Youth	7	1.1
Homeless	80	12.1
Socioeconomically Disadvantaged	657	99.2
Students with Disabilities	85	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.6
American Indian or Alaska Native	1	0.2
Asian	1	0.2
Filipino		
Hispanic	599	90.5
Two or More Races	8	1.2
Native Hawaiian or Pacific Islander		
White	36	5.4

Conclusions based on this data:





1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Orange</div>		

Conclusions based on this data:

- 1.

School and Student Performance Data

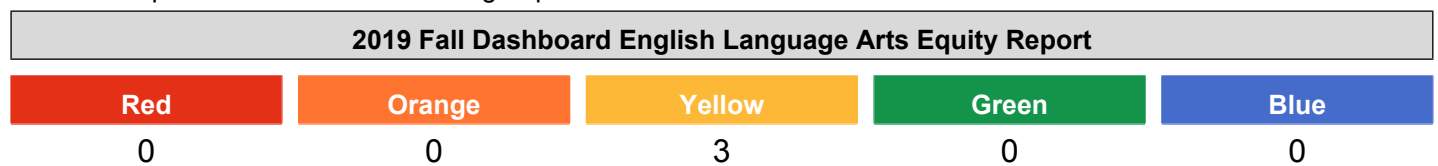
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 0 Students
Hispanic  Yellow 31.8 points below standard Increased ++9.2 points 287	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 20 points above standard Increased Significantly ++24.7 points 15

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 69.8 points below standard Increased ++13.1 points 128	Reclassified English Learners 58.1 points above standard Increased Significantly ++17.2 points 61	English Only 32 points below standard Increased ++12.7 points 121
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Conclusions based on this data:

1.

School and Student Performance Data

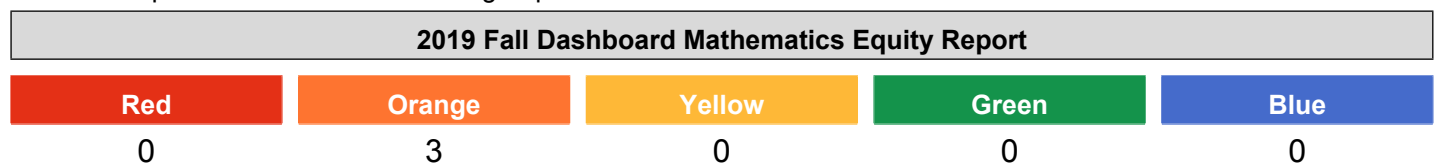
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






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








This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 84.8 points below standard Declined -3 points 128	Reclassified English Learners 12.3 points above standard Increased ++4 points 61	English Only 64.3 points below standard Declined -4.7 points 121
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Conclusions based on this data:

1.

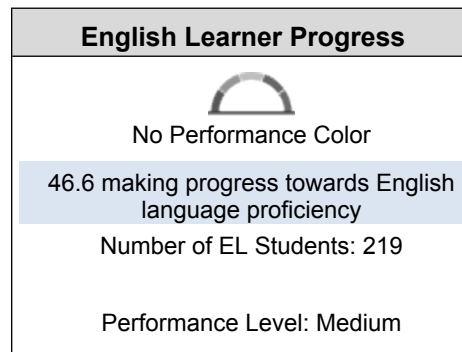
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6	33.7	0.9	45.6

Conclusions based on this data:

1.

School and Student Performance Data

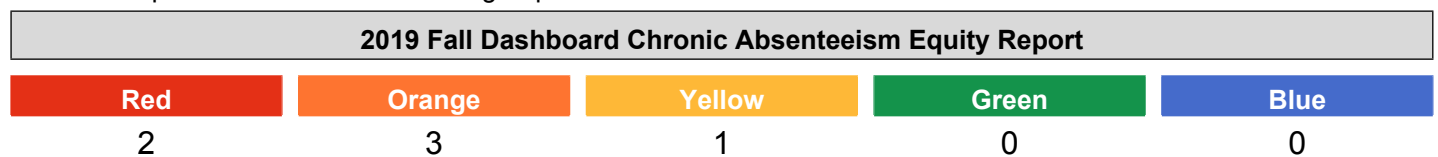
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>35.7</div> Increased +6.1 28	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Orange <div>12</div> Maintained 0 667	Two or More Races  No Performance Color <div>30.8</div> Increased +2.2 13	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Yellow <div>19.2</div> Declined -3.2 52

Conclusions based on this data:

1.

School and Student Performance Data

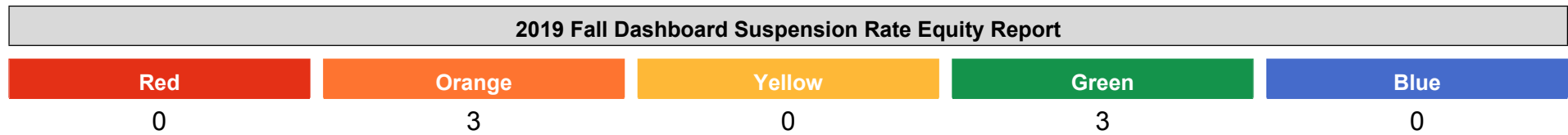
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Yellow

2.6

Maintained -0.1

784

English Learners



Green

1

Declined -0.7

382

Foster Youth



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10

Homeless



Orange

3

Increased +0.8

101

Socioeconomically Disadvantaged



Orange

2.8

Increased +0.3

727

Students with Disabilities



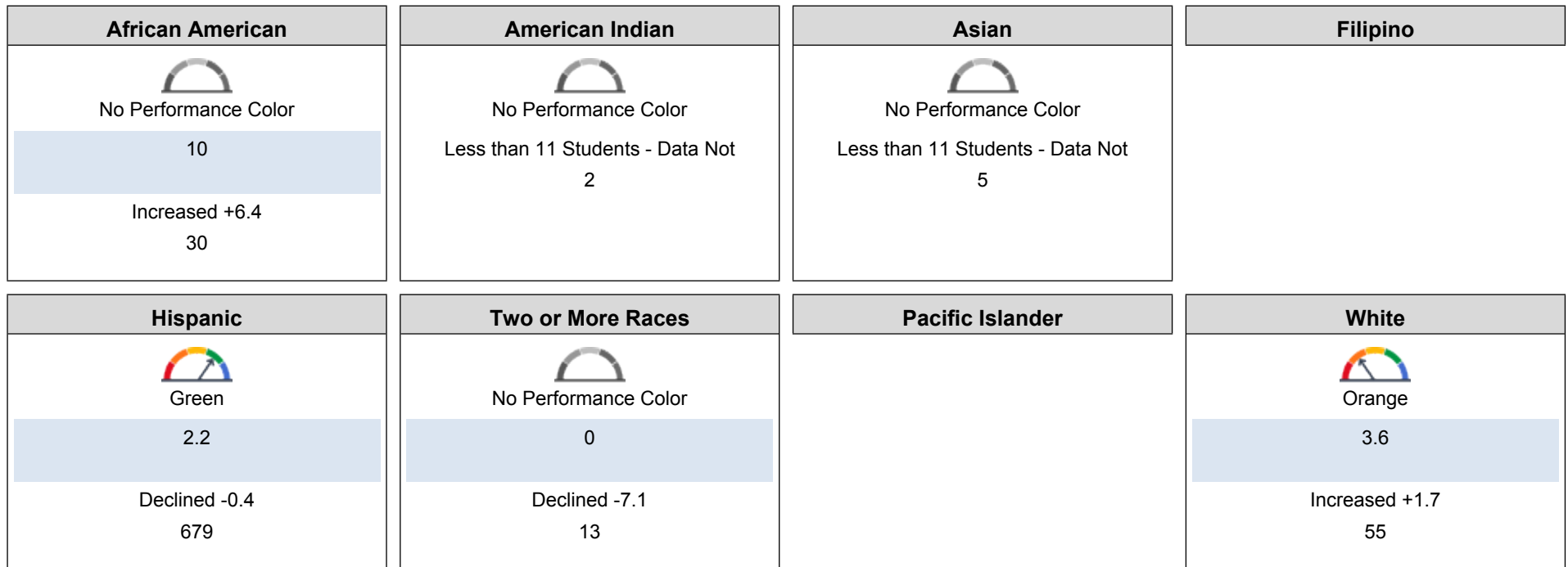
Green

2.3

Declined -1.4

88

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD))	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>25.7 points below standard</td><td>Increase +3 points</td></tr><tr><td>EL</td><td>Yellow</td><td>25.5 points below standard</td><td>Increase +3 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>28.8 points below standard</td><td>Increase +3 points</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td>Less than 11 Students - Data Not Displayed for Privacy</td></tr><tr><td>SED</td><td>Yellow</td><td>27.8 points below standard</td><td>Increase +3 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>110.5 points below standard</td><td>Increase +10 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	25.7 points below standard	Increase +3 points	EL	Yellow	25.5 points below standard	Increase +3 points	Hisp	Yellow	28.8 points below standard	Increase +3 points	AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	SED	Yellow	27.8 points below standard	Increase +3 points	SWD	No Performance Color	110.5 points below standard	Increase +10 points	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) 28.7 below, increased 11.5 pts, yellow English Learners (EL) 28.5pt below, increased 14.1pts, yellow Hispanic (Hisp) 31.8 pts below, increased 9.2 pts, yellow African American (AA) no performance indicator Socioeconomically Disadvantaged (SED) 30.8 pts below, increased 11.5, yellow Students with Disabilities (SWD) 120.5 pts below, increased 51, no color STAR Reading Proficiency Rate (State Benchmark) - Academic Indicator for English Language Arts All Students (ALL) -26.3% English Learners (EL) -11.3% Hispanic (Hisp) -26.8% African American (AA) -33.3% Socioeconomically Disadvantaged (SED) - not identified Students with Disabilities (SWD) -7.4%
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	25.7 points below standard	Increase +3 points																											
EL	Yellow	25.5 points below standard	Increase +3 points																											
Hisp	Yellow	28.8 points below standard	Increase +3 points																											
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy																											
SED	Yellow	27.8 points below standard	Increase +3 points																											
SWD	No Performance Color	110.5 points below standard	Increase +10 points																											
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>53 points below standard</td><td>Increase +3 points</td></tr><tr><td>EL</td><td>Orange</td><td>50.4 points below standard</td><td>Increase +3 points</td></tr><tr><td>Hisp</td><td>Orange</td><td>55.3 points below standard</td><td>Increase +3 points</td></tr></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	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) All Students (ALL) - 56pts below, declined 3.9pts, orange English Learners (EL) - 53.4 pts below, maintained 1 pt, orange Hispanic (Hisp) - 58.3 pts below, declined 6.4, orange African American (AA) - no performance indicator Socioeconomically Disadvantaged (SED) - 57.6 pts below, declined 3.2, orange												
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																											

Metric/Indicator	Expected Outcomes				Actual Outcomes												
Students with Disabilities (SWD)	<table><tr><td>AA</td><td>No Performance Color</td><td></td><td>Less than 11 Students - Data Not Displayed for Privacy</td></tr><tr><td>SED</td><td>Orange</td><td>54.6 points below standard</td><td>Increase +3 points</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>119.6 points below standard</td><td>Increase +10 points</td></tr></table>				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	Students with Disabilities (SWD) - 129.6 pts below, increased 64.6, no color STAR Math Proficiency Rate (State Benchmark) - Academic Indicator for Mathematics All Students (ALL) All Students (ALL) -14.9% English Learners (EL) -9.7% Hispanic (Hisp) - 15.3% African American (AA) - not identified Socioeconomically Disadvantaged (SED)- not identified Students with Disabilities (SWD) -6.1%
AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy														
SED	Orange	54.6 points below standard	Increase +3 points														
SWD	No Performance Color	119.6 points below standard	Increase +10 points														
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - Increase +3% making progress towards Meet or Exceed Standard -17% of Students Meet or Exceed Standard				No data source available												
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: 50% making progress towards English Language Proficiency				46.6% making progress towards English Language Proficiency Performance Level - Medium 19.6 EL declined 1 level 33.7 EL maintained .9 EL maintained ELPI level 4 45.6% progress at least 1 level												
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 20%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 16.5%												
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 27% Not Met, 28% Nearly Met, 33% Met, 18% Exceeded English Learners (EL)- 32% Not Met, 23% Nearly Met, 32% Met, 13% Exceeded Hispanic (Hisp)- 27% Not Met, 22% Nearly Met, 27% Met, 18% Exceeded				California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) 38.26% met or exceeded English Learners (EL) 15.38% met or exceeded Hispanic (Hisp) 37.5% met or exceeded African American (AA) no performance indicator Socioeconomically Disadvantaged (SED) 35.57 met or exceeded Students with Disabilities (SWD) - not reported As of March 2022												

Metric/Indicator	Expected Outcomes	Actual Outcomes
		STAR Reading Proficiency Rate (State Benchmark) - Academic Indicator for English Language Arts All Students (ALL) -23.2% meeting English Learners (EL) -4.3% meeting Hispanic (Hisp) -23.6% meeting African American (AA) - 0% meeting Socioeconomically Disadvantaged (SED) - not identified Students with Disabilities (SWD) - 0% meeting
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Williams Textbook/Materials Compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA Tier 2 intervention: Senior paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy.	Paraprofessional began to meet with students in small reading groups to teach a research-based reading intervention program and assessed student progress to monitor reading growth. Student were in reading groups during the beginning of the year. Groups had to be canceled after winter break do to extended paraprofessional absences.	Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 21,930	Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries LCFF 23,000
		Tier 2 classroom support (fringes) 3000-3999: Employee Benefits LCFF 7,769	Tier 2 classroom support (fringes) 3000-3999: Employee Benefits LCFF 9,000
ELA Tier 2 intervention: Classroom paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy.	Paraprofessionals met with students in small reading groups to teach a research-based reading intervention program and assessed student progress at regular intervals to monitor progress. 32/152 students have been exited and are reading at grade level and 125/152 students are making steady progress toward grade-level reading expectations.	Paraprofessional support (salary) 2000-2999: Classified Personnel Salaries LCFF 18,200	Paraprofessional support (salary) 2000-2999: Classified Personnel Salaries LCFF 20,352
		Paraprofessional support (fringe & benefits) 3000-3999: Employee Benefits LCFF 6,400	Paraprofessional support (fringe & benefits) 3000-3999: Employee Benefits LCFF 7,850

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Teachers were provided additional release time to observe, collaborate and share best educational practices targeting specific strategies for best educational practices. Teachers were also provided stipends to plan and collaborate in target areas.</p>	<p>Certificated stipends/extra duty for vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior) 1000-1999: Certificated Personnel Salaries LCFF 2,000</p> <p>Release time/substitutes- Including but not limited to IEP days, SST meetings, teacher collaboration, learning walks, Academic/peer coaching 5000-5999: Services And Other Operating Expenditures Title I 20,000</p>	<p>Certificated stipends/extra duty for vertical team committee/collaboration chairs leading vertical systemic interventions (ie-Reading, Writing, Math, Science, Behavior) 1000-1999: Certificated Personnel Salaries LCFF 2,050</p> <p>Release time/substitutes- Including but not limited to IEP days, SST meetings, teacher collaboration, learning walks, Academic/peer coaching 5000-5999: Services And Other Operating Expenditures Title I 15,000</p>
<p>Supplemental instructional and technology supplies (including, but not limited to: headphones, classroom manipulatives, leveled readers, science materials, DVD players, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc.</p>	<p>Materials, books, and supplies were purchased. Examples included headphones, social studies weekly, Learning Dynamics, Meet the Masters, and Resident Artist. Evidence of a positive impact was observed as students collaborated and utilized materials. Additional supplies were purchased based on teacher input and needs.</p>	<p>purchase materials, books, supplies, and other needed instructional items in the areas of science, math and ELA for Instructional Rigor 4000-4999: Books And Supplies LCFF 19,854</p> <p>Purchase materials, books, supplies and other instructional items needed to target reading and math (library, reading intervention materials/curriculum, etc.) 4000-4999: Books And Supplies Title I 12,438</p>	<p>purchase materials, books, supplies, and other needed instructional items in the areas of science, math and ELA for Instructional Rigor 4000-4999: Books And Supplies LCFF 18,000</p> <p>Purchase materials, books, supplies and other instructional items needed to target reading and math (library, reading intervention materials/curriculum, etc.) 4000-4999: Books And Supplies Title I 15,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and trainings.</p> <p>Professional development opportunities include, but are not limited to: RCOE PD opportunities, Science, Math, WONDERS, Read N Quiz, and CABE</p>	<p>Professional development focused on district-wide initiatives, restorative practices, implementing vertical reading and math strategies to further enhance instruction, SEL, and CLR. PD's provided by the school have been very effective and teachers brought back information to their grade level and vertical teams.</p>	<p>Conferences and training focus on increasing instructional rigor 5000-5999: Services And Other Operating Expenditures Title I 1,000</p>	<p>Conferences and training focus on increasing instructional rigor 5000-5999: Services And Other Operating Expenditures Title I 1,200</p>
<p>Certificated reading intervention teacher focusing on assessing, monitoring and fill in the gaps in foundational reading skills and comprehension skills.</p>	<p>Certificated reading intervention met with students in small reading groups to teach a research-based reading intervention program and assessed student progress at regular intervals to monitor progress. 32/152 students have been exited and are reading at grade level and 125/152 students are making steady progress toward grade-level reading expectations.</p>	<p>Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 108,000</p> <p>Intervention Teacher benefits 3000-3999: Employee Benefits Title I 40,267</p>	<p>Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 112,500</p> <p>Intervention Teacher benefits 3000-3999: Employee Benefits Title I 28,600</p>
<p>Bilingual personnel support members will be provided to teachers to assist in the areas of ELD materials implementation support, communication/translation with parents and students, presentation of materials to students, assisting classroom teachers with instructional strategies, materials and resources.</p>	<p>Bilingual personnel support members provided assistance in supporting instruction with a reading focus and communication/translation with parents and students.</p>	<p>Bilingual support for students across subject areas with a focus on helping the students understand the learning that the teacher is teaching. 2000-2999: Classified Personnel Salaries LCFF 47,500</p> <p>benefits/fringes 3000-3999: Employee Benefits LCFF 29,000</p>	<p>Bilingual support for students across subject areas with a focus on helping the students understand the learning that the teacher is teaching. 2000-2999: Classified Personnel Salaries LCFF 49,858</p> <p>benefits/fringes 3000-3999: Employee Benefits LCFF 20,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		extra duty- salary 2000-2999: Classified Personnel Salaries LCFF 1,500	extra duty- salary 2000-2999: Classified Personnel Salaries LCFF 1,200
		extra duty- fringes 3000-3999: Employee Benefits LCFF 550	extra duty- fringes 3000-3999: Employee Benefits LCFF 500
Supplemental Instructional and Technology Supplies: subscriptions, online e-subscriptions and software licenses to increase rigor and support student learning in the core subjects (math, ELA, science, social studies, PE). Licenses and on-line subscriptions include, but are not limited to: Lap tracker, Social Studies Weekly, Learning Dynamics	Supplemental supplies, such as Learning Dynamics, Social Studies weekly, Meet the Masters, and Lap tracker was purchased.	Supplemental instructional materials, including online e-subscriptions and software licenses 5000-5999: Services And Other Operating Expenditures LCFF 3,500	Supplemental instructional materials, including online e-subscriptions and software licenses 5000-5999: Services And Other Operating Expenditures LCFF 1,000

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

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

Due to extended absences some reading intervention groups in grades 3-5 have not been able to meet regularly and had to be canceled after winter break for some of our upper grade students. Most professional development opportunities were held virtually.

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 supply materials and supplies based on the feedback from the site staff and the identified needs for students through our tiered approach. We will also continue funding the site reading intervention teacher for at minimum 1 more year with paraprofessional support to continue supporting student reading development. In the future, if additional funding allows us to expand programs the staff would like behavior support for students that would address tier 2 SEL and behavioral needs across campus. Current funding and the number of positions that we currently have for site funded intervention remain the priority to continue and instead we will increase supervision hours to allow them to help meet this need better at recess.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 250 responses on Panorama /LCAP survey	Parent Participation in Stakeholder Input Processes - 68 responses on Panorama /LCAP survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline Results (Family Survey): Knowledge and Fairness of Discipline, Rules, and Norms- 96% Sense of Belonging (School Connectedness)- 96% Climate of Support for Academic Learning- 98% Safety- 97% LCAP- 91%	Family School Connectedness via Panorama Family Climate Survey Knowledge and Fairness of Discipline, Rules, and Norms- 96% Sense of Belonging (School Connectedness)- 92% Climate of Support for Academic Learning- 96% Safety- 93% LCAP- 91%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 79% Hispanic (Hisp) - 79% African American (AA) - 65%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% Hispanic (Hisp) - 97% African American (AA) -
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50	Due to the COVID-19 Pandemic In-person school/parent events were not scheduled.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Secure (or continue to secure the supplement services of) classified support staff to help in maintaining school learning and academic learning for students and for maintaining communication for parents for collaborating on instructional programs. This will include, interpreting at conferences, back to school nights, open house, family nights, etc. All classified personnel--secretary, clerk, classroom aides, custodian, will be involved in these activities. School staff will solicit parents to volunteer in classrooms in order to provide support to students, teachers and the school. Parents and community members will be encouraged to participate on school committees to provide feedback/suggestions to school operations and procedures.	Due to public health guidance, volunteers and community members were unable to participate in person. Virtual Coffee Chats were held to provide feedback/suggestions to school operations and procedures, Back to School Night and family nights were held virtually in which translators were available. Conferences were held virtually or in-person with a time limit and interpreting was available for both.	Translation services and childcare opportunities (Salary) 2000-2999: Classified Personnel Salaries LCFF 3,000	Translation services and childcare opportunities (Salary) 2000-2999: Classified Personnel Salaries LCFF 3200
		Translation services and childcare opportunities (Fringes) 3000-3999: Employee Benefits LCFF 1,500	Translation services and childcare opportunities (Fringes) 3000-3999: Employee Benefits LCFF 1,000
Administration and school staff will engage parents in ongoing/updated communication and activities. Administration and school staff will participate and seek to partner with community groups and members to mutually benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication.	Parent Engagement opportunities were held virtually. Opportunities included virtual coffee chats, virtual student of the month assemblies, posts of videos and pictures to ClassDojo. Communication through the use of school-wide ClassDojo was effective. Other means of communication included Smore newsletters, social media posts, and notes sent home with students.	Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures LCFF 1,000	Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures LCFF 950

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	SSC meetings were held virtually throughout the school year. DHS ELAC meetings/trainings were held virtually and in-person and breakout sessions were site specific. Input was provided from SSC, ELAC, and PTA. Virtual CABE conference was attended.	Purchase materials/ supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,038	Purchase materials/ supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1,000
		Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester) 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1,000	Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester) 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0
		Conference Costs (ie CABE regional events, etc.) 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1,000	Conference Costs (ie CABE regional events, etc.) 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 2,077

Analysis

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

We will continue to secure classified support staff to help maintain academic learning for students and communication for parents. We are working collaboratively with the family engagement center and our site based family and community engagement specialist to offer parent learning opportunities that reflect our parent needs. This program will continue next year and is funded through the district LCAP. PTA has struggled this year with parent involvement and fundraising due to not being able to meet in person. We did have virtual meetings and family nights, though most parents have agreed that engagement will be much better once we are able to return to in person events and meetings. We sent several parents to the virtual CABE conference using our parent engagement funds and parents were very appreciative of the information that they received from the conference.

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

Due to public health guidance, volunteers were unable to help in classrooms. Parent engagement continued to be a struggle due to health guidance and families being overwhelmed by changes brought about by the pandemic. We did not use the stipends to plan the family nights as we were granted a full time FACES specialist that took over that aspect of family engagement.

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

We need to continue working with our families to increase student connectiveness and get back to where we were prior to the pandemic.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3 – Safe and Healthy Learning Environment

The ultimate attendance goal in the Palm Springs Unified School District is for all students to attend school every day. There is a definite link between attendance and academic achievement. Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the regular 2021-22 school year. Bubbling Wells students will be educated in a safe and drug-free learning environment using the resources and programs identified by the District. The school will provide instruction and reinforcement for the characteristics of respectful, responsible and safe behavior for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%				Student Attendance Rates As of April 28, 2022 All Students (ALL) - 84.2%
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	Chronic Absenteeism Rates: DataQuest 2020-21 All Students (ALL)) - 24.5% English Learner (EL) - no data Hispanic (Hisp) -23.3% African American (AA) - 58.8% Socioeconomically Disadvantaged (SED) -no data Students with Disabilities (SWD) - no data As of April 28, 2022 (Schoolzilla) All Students (ALL)) - 66.8% English Learner (EL) -64.9% Hispanic (Hisp) -66.6% African American (AA) Socioeconomically Disadvantaged (SED) - no data Students with Disabilities (SWD) -74.8%
	All	Yellow	11.6	Decline Significantly -8.2	
	EL	Green	6.4	Decline -1	
	Hisp	Green	10	Decline -2	
	AA	No Performance Color	25.7	Decline Significantly -10	
	SED	Yellow	11.7	Decline -2	
	SWD	Yellow	20	Decline Significantly -7.4	
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	Suspension Rates: 2019 CA School Dashboard: All Students (ALL) -2.6% -Yellow-maintained (.1%) English Learner (EL) -1% -Green-Declined (.7%) Hispanic (Hisp) -2.2% -Green-Declined (.4%)
	All	Green	1.6	Decline Significantly -1	
	EL	Blue	.5	Decline -.5	

Metric/Indicator	Expected Outcomes				Actual Outcomes
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Green	1.2	Decline Significantly -1	African American (AA) - 10% -No Performance Color - Increased (6.4%) Socioeconomically Disadvantaged (SED) -2.8% -Orange-Increased (.3%) Students with Disabilities (SWD) -2.3% -Green-Declined (1.4%) DataQuest 2020-21 All Students (ALL) -0% English Learner (EL) -0% Hispanic (Hisp) -0% African American (AA) -0% Socioeconomically Disadvantaged (SED) -0% Students with Disabilities (SWD) -0% As of April 28, 2022 All Students (ALL) -1.8%, 12 unduplicated suspensions English Learner (EL) (total count 2) Hispanic (Hisp) - (total count 12) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD) (total count 5)
	AA	No Performance Color	5	Decline Significantly -5	
	SED	Green	1.8	Decline Significantly -1	
	SWD	Green	1.3	Decline Significantly -1	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%				Expulsion Rates As of April 29, 2022 All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 82% EL: 80% AA: 81% Hisp: 82% SWD: 87%				Panorama Survey - School Safety (Discipline, Rules and Norms) All students: 73% EL: 69% AA: 82% Hisp: 74% SWD: 56%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 80% EL: 76% AA: 79% Hisp: 79% SWD: 84%	Panorama Survey - School Connectedness (support for learning) All students: 74% EL: 69% AA: 71% Hisp: 74% SWD: 54%
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.	The Game on Coach provided a structured recess program to all grade levels and intramural sports to targeted grade levels.	.14 Salary 2000-2999: Classified Personnel Salaries LCFF 5,050	.14 Salary 2000-2999: Classified Personnel Salaries LCFF 5,279
		Fringes/Extra Duty 3000-3999: Employee Benefits LCFF 4,600.00	Fringes/Extra Duty 3000-3999: Employee Benefits LCFF 4,300
Six (6) Supervision Aides to maintain consistent student supervision on campus.	Schedules were developed to ensure student supervision on campus with 6 supervision aides. The schedule also increased the amount of supervision during lunch recesses and in the lunchroom. Recess was scheduled before lunch with the exception of Kindergarten so students were eating after outdoor activities. We saw a reduction in the number of	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 36,500.00	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 35,648
		Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 6,000.00	Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 6,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	stomachaches reported and less behaviors in the lunchroom.	120 hours of extra duty coverage (salary) 2000-2999: Classified Personnel Salaries LCFF 1950	120 hours of extra duty coverage (salary) 2000-2999: Classified Personnel Salaries LCFF 900
		120 hours of extra duty coverage (fringe & benefits) 3000-3999: Employee Benefits LCFF 700	120 hours of extra duty coverage (fringe & benefits) 3000-3999: Employee Benefits LCFF 500
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.	Due to health exclusions, incentives for attendance began later in the year. School Spirit weeks were held throughout the year. Virtual Student of the Month assemblies were held each month with Lunch with the Principal for the recipients. Principal's Pride students were recognized via morning announcements and notes were sent home.	Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 2,000.00	Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 1,800
		After School Clubs/Intramurals - extra duty/stipends 2000-2999: Classified Personnel Salaries LCFF 2,000	After School Clubs/Intramurals - extra duty/stipends 2000-2999: Classified Personnel Salaries LCFF 1,500
		After School Clubs/Intramurals supplies 4000-4999: Books And Supplies LCFF 1,000	After School Clubs/Intramurals supplies 4000-4999: Books And Supplies LCFF 500
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	Student of the month virtual assemblies were held each month to celebrate student success. We continued a tier 2/tier 3 committee in addition to the BSE committee that focused on tier 1 behavior supports and the Pyramid of Success. Bobcat Behavior Expectation matrix is posted	SEL/PBIS rewards store incentives 4000-4999: Books And Supplies LCFF 1,000.00	SEL/PBIS rewards store incentives 4000-4999: Books And Supplies LCFF 953
		PBIS Expectations posters and materials	PBIS Expectations posters and materials

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	throughout the school and referred to during teaching of expectations and student conferences on behavior. ClassDojo is used as an incentive in classrooms. Restorative Circles are being implemented.	4000-4999: Books And Supplies LCFF 2,000	4000-4999: Books And Supplies LCFF 2,600

Analysis

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

We continue to see progress in providing a safe school environment through the use of structured recess and increased supervision. We have had new Supervision start this year and will continue to have 6 supervision aides and will fine-tune schedules with increased supervision hours to maximize supervision on campus. The team focuses on less of a supervisory role and more interactive games to engage students in positive play while still maintaining consistent supervision. Our focus on upper grades and providing targeted team sports increased sportsmanship and positive interaction among students. We will continue to develop the PBIS rewards systems throughout the school and continue to use common rules and expectations that every grade level follows; Respect, Responsibility, and Safety. We will continue to work on having more school-wide tier 1 system based on the Pyramid of Success to build character traits. We will continue to learn and use Restorative Circles to avert and repair behavior.

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

Salaries and fringe benefits increased mid-year due to new contracts for employees and minor adjustments were needed to ensure funding.

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.

The district will take over funding of the playworks coaching position for next year. The school site council has requested increasing supervision hours for the 6 positions to increase opportunities for supervision to build relationships with students, practice teaching expectations and collaboration as a team to support student needs.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

Due to the fact that there were no state assessments in 2020 and no fully updated CA Dashboard in 2020, all state-related expected outcomes have been maintained from the 20-21 plans.

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. Students have continued to struggle in both areas as they returned to in-person learning with gaps in learning and skills from the closure and distance learning.
3. In 2018-19 our English Learners in ELA SBAC are 28.5 points below standard. In mathematics, they are 53.4 points below standard. Our Star Results are continuing to show that our EL students have been impacted more than other student groups during the closure. Their Reading proficiency rate on STAR is 11.3% compared to 26.3% overall and in math, 9.7% compared to 14.9% overall.
4. 14% of our students were meeting standards in the 5th grade Science exam prior to the school closure. During the closure and hybrid learning, science was not taught consistently and as students returned to school and teachers received a new curriculum it has increased but the need for intervention in core subject areas has limited the amount of hands-on learning in science this year.
5. 46.6% of our students made progress by increasing one ELPI level at a minimum. We had fewer students reclassified during the past two years because of school closures and lack of opportunity to practice academic vocabulary/conversations to the extent they did prior to the pandemic and the health guidelines that influenced instruction and student interactions.

Measuring and Reporting Results

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

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

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

All	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

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

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

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

St. Group	Color	DFS/Percentage	Change
All	Yellow	46 points below standard	Increase +10
EL	Yellow	43.4 points below standard	Increase +10
Hisp	Yellow	48.3 points below standard	Increase +10
AA	No Performance Color		
SED	Yellow	47.6 points below standard	Increase +10
SWD	Orange	119.6 points below standard	Increase +10

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

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

California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5 - Increase +3% making progress towards Meet or Exceed Standard -17% of Students Meet or Exceed Standard

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) 46.6% making progress towards English Language Proficiency.	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: 50% making progress towards English Language Proficiency
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 35 students/ 219 EL students 16% Reclassification Rate prior to the school closure. Due to the closure not all students were tested. We had 3 students reclassify during the school closure and distance learning.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 20%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded English Learners (EL)- 35% Not Met, 20% Nearly Met, 35% Met, 10% Exceeded Hispanic (Hisp)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 27% Not Met, 28% Nearly Met, 33% Met, 18% Exceeded English Learners (EL)- 32% Not Met, 23% Nearly Met, 32% Met, 13% Exceeded Hispanic (Hisp)- 27% Not Met, 22% Nearly Met, 27% Met, 18% Exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance- 100% Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100% Williams Textbook/Materials Compliance

Planned Strategies/Activities

Strategy/Activity 1

ELA Tier 2 intervention: Senior paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy.

Students to be Served by this Strategy/Activity

X

Specific Student Groups:

English Language Learner/students in Intensive and Strategic Guided Reading Levelled groups

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	23,113
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tier 2 classroom support (salary)
Amount	8,996
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Tier 2 classroom support (fringes)

Strategy/Activity 2

ELA Tier 2 intervention: Classroom paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Specific Student Groups: English Language Learner/students in Intensive and Strategic Guided Reading Leveled groups

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Admin, TOSA and Reading Intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount	20,352
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional support (salary)
Amount	7,931
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Paraprofessional support (fringe & benefits)

Strategy/Activity 3

Teachers will collaborate and share best educational practices in core curriculum 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

- ☒ Students with Disabilities
- ☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administrators, TOSA and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,500
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Source	LCFF
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	10,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Release time/substitutes- Including but not limited to IEP days, SST meetings, teacher collaboration, learning walks, Academic/peer coaching

Strategy/Activity 4

Supplemental instructional and technology supplies (including, but not limited to: headphones, classroom manipulatives, leveled readers, science materials, DVD players, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	25,420
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials, books, supplies, and other needed instructional items in the areas of science, math and ELA for Instructional Rigor

Strategy/Activity 5

Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and trainings.

Professional development opportunities include, but are not limited to: RCOE PD opportunities, Science, Math, WONDERS, Read N Quiz, and CABE

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administrator, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount

1,500

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Conferences and training focus on increasing instructional rigor

Strategy/Activity 6

Certificated reading intervention teacher focusing on assessing, monitoring and fill in the gaps in foundational reading skills and comprehension skills.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration & TOSA

Proposed Expenditures for this Strategy/Activity

Amount	95,633.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Teacher Salary (82.6% title 1)
Amount	36,573.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Intervention Teacher benefits (82.6% title 1)
Amount	19,554.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention Teacher Salary (17.4% LCFF)
Amount	2,747.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Intervention Teacher Salary (17.4% LCFF)

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

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

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration, TOSA and teachers

Proposed Expenditures for this Strategy/Activity

Amount	49,858
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	31,907
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	benefits/fringes
Amount	2,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty- salary
Amount	550
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	extra duty- fringes

Strategy/Activity 8

Supplemental Instructional and Technology Supplies: subscriptions, online e-subscriptions and software licenses to increase rigor and support student learning in the core subjects (math, ELA, science, social studies, PE).

Licenses and on-line subscriptions include, but are not limited to: Lap tracker, Social Studies Weekly, Learning Dynamics

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount

11,175

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Supplemental instructional materials, including online e-subscriptions and software licenses

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

LCAP Goal

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

Identified Need

Parent support and engagement throughout the pandemic has been a struggle as families feel a disconnect between home & school not being able to attend school events in person.

Parents need readily available translation services to feel a part of the school community and involved with their student's education, language barriers need to be removed for parents and staff.

Parents have requested additional support and services on how they can help their students with academics and social-emotional development at home to support their achievement in school.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 69 responses on Panorama /LCAP survey	Parent Participation in Stakeholder Input Processes - 150 responses on Panorama /LCAP survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Knowledge and Fairness of Discipline, Rules, and Norms- 96% Sense of Belonging (School Connectedness)- 92% Climate of Support for Academic Learning- 96% Safety- 93% LCAP- 91%	Family School Connectedness via Panorama Family Climate Survey Knowledge and Fairness of Discipline, Rules, and Norms- 96% Sense of Belonging (School Connectedness)- 94% Climate of Support for Academic Learning- 97% Safety- 95% LCAP- 93%

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% Hispanic (Hisp) - 97% African American (AA) - no data reported due to confidentiality	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98% African American (AA) - no data reported due to confidentiality
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Due to the COVID-19 Pandemic In-person school/parent events were not scheduled.	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100

Planned Strategies/Activities

Strategy/Activity 1

Secure (or continue to secure the supplement services of) classified support staff to help in maintaining school learning and academic learning for students and for maintaining communication for parents for collaborating on instructional programs. This will include, interpreting at conferences, back to school nights, open house, family nights, etc. All classified personnel--secretary, clerk, classroom aides, custodian, will be involved in these activities. School staff will solicit parents to volunteer in classrooms in order to provide support to students, teachers and the school. Parents and community members will be encouraged to participate on school committees to provide feedback/suggestions to school operations and procedures.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Principal, TOSA, Teachers and school staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Administration and school staff will engage parents in ongoing/updated communication and activities. Administration and school staff will participate and seek to partner with community groups and members to mutually benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration & School Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Administration and staff in partnership with SSC, ELAC and PTA will provide Parent Education Trainings to address areas of identified focus (ie, mental health, home/school connection, literacy, science, math, etc.) Training for parents may occur through consultants, workshops, conferences and other activities.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Low Income
- ☒ Students with Disabilities
- ☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration, school staff, SSC, ELAC, PTA

Proposed Expenditures for this Strategy/Activity

Amount	916
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials/ supplies
Amount	800
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for staff planning/developing and implementing parent nights (virtual, live and/or recorded) throughout the school year. (1 stipend - 1 event/trimester)
Amount	850
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference Costs (ie CABA regional events, etc.)

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain a Healthy and Safe Learning Environment

Goal Statement

The ultimate attendance goal in the Palm Springs Unified School District is for all students to attend school every day. There is a definite link between attendance and academic achievement. Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the regular 2021-22 school year. Bubbling Wells students will be educated in a safe and drug-free learning environment using the resources and programs identified by the District. The school will provide instruction and reinforcement for the characteristics of respectful, responsible and safe behavior for all students.

LCAP Goal

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

Identified Need

Attendance rates as of March 2020 prior to COVID-19 school closure was 94.72% during the 2020-21 school year in distance learning our attendance rate was 92.83%. Upon returning to in person learning with health exclusions our attendance rate has dropped 7.7% and is currently 84.3%. The chronic absenteeism rate is 66.7% and has increased 40.4% since the previous year due to health guidance requiring health exclusions and parents keeping students home when they were symptomatic/waiting for test results. The majority of our students who are classified as chronically absent hit the chronic absent threshold in October 2021 during the height of COVID restrictions and health exclusions.

65% of all students felt safe at school based on Panorama Survey results with 73% of students responding favorably regarding knowledge and fairness of discipline, rules, and norms. This has decreased since returning to in-person learning.

74% of all students felt connected to school based on Panorama Survey results for a climate of support for academic learning.

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

Due to the fact that there was no fully updated CA Dashboard in 2020 all state-related expected outcomes have been maintained from the 20-21 plans where new data was unavailable.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates 84.3% Average Daily Attendance	Student Attendance Rates All Students (ALL) - 94%

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)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>19.8</td><td>Increased +6.2</td></tr><tr><td>EL</td><td>Orange</td><td>7.4</td><td>Increased +6.9</td></tr><tr><td>Hisp</td><td>Red</td><td>12</td><td>Increased +6.2</td></tr><tr><td>AA</td><td>No Performance Color</td><td>35.7</td><td>Increased +5.4</td></tr><tr><td>SED</td><td></td><td>13.7</td><td></td></tr><tr><td>SWD</td><td>Red</td><td>27.4</td><td>Increased +44</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	19.8	Increased +6.2	EL	Orange	7.4	Increased +6.9	Hisp	Red	12	Increased +6.2	AA	No Performance Color	35.7	Increased +5.4	SED		13.7		SWD	Red	27.4	Increased +44	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>yellow</td><td>19.8</td><td>declined significantly - 46.9</td></tr><tr><td>EL</td><td>green</td><td>7.4</td><td>declined significantly - 57.7</td></tr><tr><td>Hisp</td><td>yellow</td><td>12</td><td>declined significantly - 54.5</td></tr><tr><td>AA</td><td>yellow</td><td>35.7</td><td>declined significantly - 31</td></tr><tr><td>SWD</td><td>yellow</td><td>27.4</td><td>declined significantly - 47</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	yellow	19.8	declined significantly - 46.9	EL	green	7.4	declined significantly - 57.7	Hisp	yellow	12	declined significantly - 54.5	AA	yellow	35.7	declined significantly - 31	SWD	yellow	27.4	declined significantly - 47
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>2.6</td><td>Maintained - 0.1</td></tr><tr><td>EL</td><td>Green</td><td>1</td><td>Declined - 0.7</td></tr><tr><td>Hisp</td><td>Green</td><td>2.2</td><td>Declined - 0.4</td></tr><tr><td>AA</td><td>No Performance Color</td><td>10</td><td>Increased +6.4</td></tr><tr><td>SED</td><td>Orange</td><td>2.8</td><td>Increased +0.3</td></tr><tr><td>SWD</td><td>Green</td><td>2.3</td><td>Declined - 1.4</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	2.6	Maintained - 0.1	EL	Green	1	Declined - 0.7	Hisp	Green	2.2	Declined - 0.4	AA	No Performance Color	10	Increased +6.4	SED	Orange	2.8	Increased +0.3	SWD	Green	2.3	Declined - 1.4	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>green</td><td>.7%</td><td>decline -.3</td></tr><tr><td>EL</td><td>green</td><td>2%</td><td>decline -1</td></tr><tr><td>Hisp</td><td>green</td><td>.8%</td><td>decline -.3</td></tr><tr><td>AA</td><td>blue</td><td>0%</td><td>maintain 0</td></tr><tr><td>SWD</td><td>green</td><td>2.4%</td><td>decline .5</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	green	.7%	decline -.3	EL	green	2%	decline -1	Hisp	green	.8%	decline -.3	AA	blue	0%	maintain 0	SWD	green	2.4%	decline .5
St. Group	Color	DFS/Percentage	Change																																																			
All	Yellow	2.6	Maintained - 0.1																																																			
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SWD	green	2.4%	decline .5																																																			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%	Expulsion Rates All Students (ALL)- 0% English Learner (EL)- 0% Hispanic (Hisp)- 0% African American (AA)- 0% Socioeconomically Disadvantaged (SED)- 0% Students with Disabilities (SWD)- 0%																																																				
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 81% EL: 79%	Panorama Survey - School Safety (Discipline, Rules and Norms) Baseline Data: All students: 82% EL: 80%																																																				

Metric/Indicator	Baseline	Expected Outcome
	AA: 80% Hisp: 81% SWD: 86%	AA: 81% Hisp: 82% SWD: 87%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 79% EL: 75% AA: 78% Hisp: 78% SWD: 83%	Panorama Survey - School Connectedness (support for learning) Baseline Data: All students: 80% EL: 76% AA: 79% Hisp: 79% SWD: 84%
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results	100% Williams Facilities Inspection Results

Planned Strategies/Activities

Strategy/Activity 1

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

☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration and school staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	SEL/PBIS rewards store incentives
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Expectations posters and materials

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	32,500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aides (salary)
Amount	12,800

Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Aides (fringes/benefits)
Amount	3,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	150 hours of extra duty coverage (salary & benefits)

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	All
<input checked="" type="checkbox"/>	Specific Student Groups: Chronic Absentees

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administrator, Parents, Teachers, and Office Administration

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student recognition awards and incentives.

Amount	2,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	After School Clubs/Intramurals - extra duty/stipends
Amount	600
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	After School Clubs/Intramurals supplies

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
High Impact Math Professional Development	July 1, 2021 - June 30, 2022	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding.	39,609	Title I
School House Project English Language Arts Professional Development	July 1, 2021 - June 30, 2022	Consultant and substitutes to support rigorous English language arts instruction and the gradual release of responsibility model.	11,875	Title I
Kagan Professional Development	July 1, 2021 - June 30, 2022	Consultant and substitutes to support cooperative learning structures implementation.	4,268	Title I
Supplemental Interventions – extended day tutoring and extended year academies	July 1, 2021 - June 30, 2022	Provide targeted interventions and supports to students through tutoring beyond the school day and during extended year opportunities.	38,867	Title I
Technology Teacher on Assignment (TOSA)	July 1, 2021 - June 30, 2022	Support students and staff with the integration of technology into instruction.	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2021 - June 30, 2022	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Conscious Education Professional Development	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2021 - June 30, 2022	Training and accompanying books and materials	2,962	Title IV
Peace4Kids Training	July 1, 2021 - June 30, 2022	Training, substitutes and accompanying books and materials.	1,250	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$134,772
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$417,275.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	132,206	0.00
Title I Part A: Parent Involvement	2,566	0.00
LCFF	282,503	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	\$132,206.00
Title I Part A: Parent Involvement	\$2,566.00

Subtotal of additional federal funds included for this school: \$134,772.00

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	\$282,503.00

Subtotal of state or local funds included for this school: \$282,503.00

Total of federal, state, and/or local funds for this school: \$417,275.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	282,503.00
Title I	132,206.00
Title I Part A: Parent Involvement	2,566.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	121,487.00
2000-2999: Classified Personnel Salaries	136,323.00
3000-3999: Employee Benefits	103,004.00
4000-4999: Books And Supplies	31,936.00
5000-5999: Services And Other Operating Expenditures	24,525.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	25,054.00
2000-2999: Classified Personnel Salaries	LCFF	136,323.00
3000-3999: Employee Benefits	LCFF	66,431.00
4000-4999: Books And Supplies	LCFF	31,020.00
5000-5999: Services And Other Operating Expenditures	LCFF	23,675.00
1000-1999: Certificated Personnel Salaries	Title I	95,633.00
3000-3999: Employee Benefits	Title I	36,573.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	800.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	916.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	850.00

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 April 28, 2022.

Attested:

	Principal, Mrs. Jennifer Geyer on 4/28/22
	SSC Chairperson, Susana Leon on 4/28/22

Title I and LCFF Funded Program Evaluation

Goal #1:			
Students will receive instruction and participate in activities at high levels of rigor to develop Depth of Knowledge in order to master standards needed to prepare them to be college and career ready. Instruction will be provided at the proficiency level for all standards with scaffolds in place as necessary based on student needs to access the grade level curriculum.			
Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
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.	Prior to the school closure we had positive growth in ELA for the past 2 years. 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. During distance learning, this paraprofessional was assigned to assist students in grade 3 helping minimize the gaps that we were seeing occur due to the school closure.		We will continue with the senior paraprofessional aide to help support our Tier 2 model for intensive and strategic reading intervention.
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.	Teachers provided standards-based enrichment opportunities through virtual field trips due to school closures. Virtual clubs were held which promoted school spirit and literacy. Virtual activities were in partnership with the community which included art museum partnership, local museum and the Living Desert.		We will discontinue field trips due to COVID-19 restrictions and will work with PTA if needed. We will continue with virtual standards-based enrichment activities.
Teachers will collaborate and share best educational practices in core curriculum targeting specific subgroups (ELL, Socioeconomically Disadvantaged, SWD, etc). Teachers will progress monitor, score, and analyze their results on formative and summative assessments to help guide their	Teachers were provided with additional release time to observe, collaborate and share best educational practices targeting specific strategies for best practice in distance learning. Grade levels requested release time to observe and	We expanded the release time to include stipend days for extra duty required for teachers to plan with the academic coach and implement the skills/strategies learned in Priority Standards professional development.	We will continue providing additional release time for teachers to observe, collaborate and share best educational practices. Feedback was given from teachers that it was valuable.

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.	strengthen collaborative conversations not only in vertical grades but also in their own grade levels. Ideas were then brought back to be shared with the grade level grade level and vertical level teams. Teachers were also provided stipends to plan units/lessons around target standards.		
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 materials for distance learning, chromebook cases, mice, headphones/earbuds for all students, Seesaw program for grades 4 & 5, social studies weekly. Evidence of a positive impact was observed as students collaborated and utilized the materials in the virtual classroom. Additional technology supplies were purchased based on teacher input and needs.		We will continued this action to meet teacher and student needs throughout 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. 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 constraints of the current budget.
Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and trainings. Professional development opportunities include, but are not limited to: RCOE PD opportunities, Science, Math, WONDERS, Read N Quiz, and CABE	Professional development focused on district-wide initiatives, restorative practices and implement vertical math strategies to further enhance instruction. The few PD provided by the school through this action have been very effective as they have built on prior PD and knowledge with teachers bringing the information back to their grade level and vertical teams.	We attended only a few conferences this year due to the steep learning curve for distance learning and the professional development already provided through the district. We did not have staff debrief/share out in staff meetings as we found that smaller group presentations and sharing was more effective.	We will continue this action item in the future.
Certificated reading intervention teacher focusing on assessing, monitoring and fill in the gaps in foundational reading skills and comprehension skills.	New position created for 2021-22 to address academic gaps from school closure.		We discontinued the academic coach position based on the three year plan expiring and instead developed this position to address the learning gaps for grades 1-3 in foundation reading skills that occurred due to distance learning and the school closure.
Bilingual personnel support members will be provided to teachers to assist in the areas of	Bilingual personnel support members provided assistance in supporting		We will continue this action with bilingual personnel support

ELD materials implementation support, communication/translation with parents and students, presentation of materials to students, assisting classroom teachers with instructional strategies, materials and resources.	instruction during virtual instruction that was provided due to school closures.		members supporting instruction with the focus of reading instruction and closing the learning gap due to school closures.
Supplemental Instructional and Technology Supplies: subscriptions, online e-subscriptions and software licenses to increase rigor and support student learning in the core subjects (math, ELA, science, social studies, PE). Licenses and on-line subscriptions include, but are not limited to: Lap tracker, Social Studies Weekly, Learning Dynamics	Online e-subscriptions and software licenses supported student learning during school closure and virtual learning. Supplemental supplies, such as Learning Dynamics and Social Studies Weekly, were sent home with students to be used during virtual instruction. Seesaw subscription was added for grades 3-5.		We will continue this action and adapt the various subscriptions to meet the needs of various grade levels with gathered staff input.
	Prior to the school closure we had positive growth in ELA for the past 2 years. 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. During distance learning, this paraprofessional was assigned to assist students in grades 2 & 5 helping minimize the gaps that we were seeing occur due to the school closure.		We will continue with the senior paraprofessional aide to help support our Tier 2 model for intensive and strategic reading intervention.

Goal #2:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Secure (or continue to secure the supplement services of) classified support staff to help in maintaining school learning and academic	Classified support staff helped in communication for parents for collaborating on instructional programs	Due to COVID-19 restrictions, in classroom support was suspended.	We will continue to secure classified support staff to help in maintaining 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.	and interpretation during distance learning. Coffee chats were held for parents to provide feedback/suggestions to school operations and procedures.		learning for students and communication for parents.
Administration and school staff will engage parents in ongoing/updated communication and activities. Administration and school staff will participate and seek to partner with community groups and members to mutually benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication.	Parent Engagement opportunities were held virtually due to school closures. Opportunities included Virtual Coffee Chats, 12 Days of Storytime, virtual student of the month assemblies, posted videos to ClassDojo. Communication through the use of school-wide ClassDojo was effective as seen by the amount of parent views. Other means of communication included Smore newsletters, social media posts, and materials sent home during material distribution days.		We will continue this action item in the future.
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.	Due to school closures, parent trainings were held virtually. Trainings were shared through video and zoom which included technology, literacy, home/school connection, and SEL training. Input was provided from SSC, ELAC, and PTA.		We will continue this action item in the future.

Goal #3:

The ultimate attendance goal in the Palm Springs Unified School District is for all students to attend school every day. There is a definite link between attendance and academic achievement. Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the regular 2021-22 school year. Bubbling Wells students will be educated in a safe and drug-free learning environment using the resources and programs identified by the District. The school will provide instruction and reinforcement for the characteristics of respectful, responsible and safe behavior for all students.

Actions/ Activities (Strategies)	What is working and why?	What is not working and why?	Modification(s) based on evaluation results
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	(Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	(Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
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.	Due to distance learning the Coach was assigned to support the PE team in their virtual distance learning classes. That was very effective and all students grades TK-5 were offered synchronous instruction throughout distance learning. In January the coach helped implement a virtual recess during lunch breaks to focus on SEL development of students. IN hybrid learning the coach developed recess lessons that could be played while maintaining stable cohorts and social distancing to meet student needs.		We will continue this action item in the future.
Six (6) Supervision Aides to maintain consistent student supervision on campus.	Due to distance learning supervision was assigned to support the PE/Music and SEL teams in their virtual distance learning classes. That was very effective and all students grades TK-5 were offered synchronous instruction throughout distance learning. In January they helped develop and implement a virtual recess during lunch breaks to focus on SEL development of students. In hybrid learning they transitioned to traditional supervision ensuring student safety and the maintenance of stable cohorts and social distancing during recess.		We will continue this action item in the future.
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.	Due to distance learning, celebrations were held virtually. This included virtual school spirit weeks, notes sent home, phone calls to families, individual prizes for students attending hubs, and classroom virtual incentives.		We will continue this action item in the future.

	Pyramid of Success read alouds were recorded and shown in classrooms virtually each week utilizing the Pyramid of Success character education blocks. Guest speakers joined virtual zoom classrooms to conduct Pyramid of Success presentations. Virtual student of the month presentations were held each month with certificates and incentives mailed home.		We will continue this action item in the future.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2049
