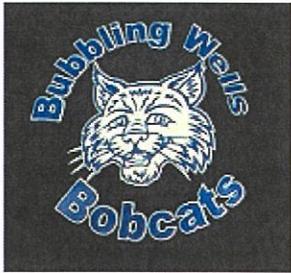


School Year: 2019-20



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	7/1/19-6/30/20
Schoolsite Council (SSC) Approval Date	September 25, 2019
Local Board Approval Date	November 26, 2019

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.

Budget Summary50
Appendix A: Plan Requirements52
Appendix B:.....54
Appendix C: Select State and Federal Programs56

School Vision and Mission

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

School Profile

Bubbling Wells Elementary School is one of sixteen elementary schools in the Palm Springs Unified School District. We are a Gold Ribbon school, recognized for our RtI&I model. Bubbling Wells opened in the fall of 1992, and serves approximately 700 students in grades Transitional Kindergarten through Fifth Grade. Located just south of the city limits of Desert Hot Springs, school attendance boundaries include the county areas of the city of Desert Hot Springs as well as students from the city of Desert Hot Springs.

The staff and community of Bubbling Wells have developed several goals for the purpose of increasing proficiency levels for all students. Our goals include: (1) Having all students actively engaged in learning during the instructional day; (2) Building teacher capacity to engage students by using specific, and targeted learning strategies; (3) Extend learning time and active engagement of students through technology by allowing students in identified 3rd, 4th, and 5th grade classes to take computers home overnight and on the weekends; (4) Utilize formative and summative benchmark assessments to gauge students' learning needs, as well as achievement levels; & (5) Targeting students for interventions in reading and mathematics.

School-wide programs include:

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

For Special Education students, we have two special day classes that service our students with mild to moderate special education needs that cannot be met in the mainstream classroom. RSP support is provided for all students who meet the criteria for needing special education services within the mainstream classroom setting. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students. The Resource Specialist provides support to students within the classroom setting through direct services and collaboration with the classroom teacher.

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

Students receiving special education services in the Special Day Class (SDC) setting receive some instruction (as appropriate) for both academics and social achievement within the general education classroom setting for portions of the academic day. The materials utilized for the collaboration model are purchased jointly through the special education department and site funds.

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

Students identified as Gifted and Talented are served through our GATE cluster program. Students in grades 3-5 are placed with teachers who are either GATE certified or participating in training in GATE instructional strategies.

Purpose and Description

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

Schoolwide Program

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

Bubbling Wells Elementary School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title 1 funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. 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

SSC Election Dates and Results: August 7th, 2018. Members elected were: Peri Acar, Kris Woody, Melinda Kuechler (classroom teachers), Susana Leon (other School Staff), Tanya Torres, Elizabeth Cardenas, Breanna Sewell, Janet Cardoso, Rosalinda Cantu (Parent or Community Member). Nominations occurred during Back to School Night in one of our classrooms and interested parents signed up. On the first day of school elections were held with interested parents. Once ballots were counted, the School Site Council was announced.

SSC Meeting Dates and Topics:

Tuesday, August 28th- Introduction and district training of SSC (Arnold)

*School Site Council was trained and purpose of the council was provided to the new team.

Tuesday, October 30th- BWES Safety Plan and Core Functions Survey

*Our Safety Plan was reviewed and we discussed the Core Functions Survey. SSC was provided a copy of the Safety Plan and notified that a copy is always at the front desk for community members to check out. CAASP results and Dashboard Indicators were reviewed and discussed.

Tuesday, February 26th- LCAP Presentation and 2019-2020 Budget Update

*The district LCAP PowerPoint was presented and any questions were answered. The budget update was also provided with notification of changes that could occur in 2019-2020. Reclassification data was reviewed and discussed.

Tuesday, April 30th- SPSA Revisions and Updates and Nominations for 2019-2020

*SPSA Revisions were reviewed including the loss of \$45,000 for the upcoming year due to enrollment. Nominations were asked from this group, but no names were provided.

ELAC Meeting Dates and Topics:

Wednesday, September 26th: Nominations and elections; Training of new elected officers

*Mrs. Gonzales came out to hold nominations and hold the elections on the same day. Roles were described.

Thursday, October 18th- Fundraising, Fall Festival, memberships

*The Committee discussed upcoming events, fundraising and membership. We discussed the benefit of ELL students to receive these opportunities. CAASP results and Dashboard Indicators were reviewed and discussed.

Thursday, November 15th- DELAC report and Principal's report, District's Needs Assessment

*DELAC report was given and the district need's assessment was discussed.

Thursday, February 14th- *canceled (school closed due to flooding)

*NA

Thursday, April 11th: School Site Plans

*SPSA was reviewed with ELAC and budget presented. Time to answer questions was provided.

*Thursday, May 30th- nominations only, Preliminary Reclassification Summary

*This will be our nominations for both SSC and ELAC for next year.

PTA Meeting Dates and Topics:

- Thursday, August 23rd: Introduced new officers and presented calendar for 2018-2019
- Thursday, October 18th: Fundraising, Fall Festival, memberships
- Thursday, November 15th: Principal's report, Upcoming events (Mommy/Son Dance, Daddy/Daughter Dance)
- Thursday, February 14th: *canceled (school closed due to flooding)
- Thursday, April 11th: President's Report, Cinco de Mayo Celebration, Jog-A-Thons, School Site Plans
- *Thursday, May 30th- nominations only

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 Panoromic survey our School Site Council noted the lack of funding for the upcoming year and agreed with the suggestions brought forth by the school to offset those cuts: 1.) Discontinue services for our on-site Mental Health person. 2.) Discontinue our Accelerated Reader program as long as we can find an alternate reading program. 3.) Continue funding our extra Supervision Aide with the money saved from the AR program.

Resource Inequities

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

No resource inequities were identified through our needs assessment.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

1. The "All Students" group increased by 22.2 points, English Learners increased by 25 points, and Socio-Economically Disadvantaged increased by 23.7 points in English Language Arts.

- We believe the introduction of our targeted guided reading program (Power Hour) for each grade level allowed us to see this increase. Our plan is to continue this program this upcoming year and monitor our data to ensure its effectiveness.

2. In math, the "all students" group increased by 20.1 points, English Learners increased by 20.3 points, and Socio-Economically Disadvantaged increased by 19.5 points .

- We believe that finding a common curriculum (Engage NY) allowed us to see gains in this area. Moving forward we will use the new district adopted math curriculum (Bridges) to monitor our data to ensure its effectiveness.

3. Suspension rate indicator declined by 1.4% for all students, English Learners declined by 1.3%, and Socio-Economically Disadvantaged students declined by 1.6%.

- We believe that even though our suspension rate was high the previous year, a tone was set of student expectations that is now understood by the students and staff. Introduction of our Sequential Discipline Policy will be implemented for this upcoming year.

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

Greatest Progress

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

For 2018 results, our site was yellow overall for local and state indicators.

Areas the school has determined needs continued improvement are: English Language Arts and Mathematics.

- Though our school was yellow on the dashboard in these areas, English Language Arts and Mathematics continue to be an area of focus since our students are still behind state standards. We are on a trajectory to continue to close the gap each year, but we will rely on our data to guide our instruction and determine which programs are being effective and which are not.
- The needs will be addressed in the new plan by the following:

*ELA- we will continue to fund our paraprofessionals in order to sustain our Leveled Guided Reading program.

*Math- we will fund for collaboration time and planning with our new district adopted curriculum to allow teachers to access the curriculum.

At the start of the 2019-20 school year, a thorough review of the 2019-19 CAASPP results was conducted. Overall, 3-5 grade math results declined from the previous year. Last year there was a new curriculum adoption in math and the site funded a math TOSA to coach teachers and students during the transition. This year the plan includes continuing to fund the math focused Academic Coach, however we are adjusting the focus of the coaching to specifically address areas of need and to ensure the cohesive instruction of the program across the grade levels.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

ELA and Math indicator- Performance gaps are not noted in any area with all student groups falling in the yellow category.
Chronic Absenteeism: Performance gap noted with the "white student group". They increased by 8.4%.

Performance Gaps

The following actions will be implemented to improve services for our white student group: home visits, attendance incentives, weekly/monthly contests, parent phone calls and support. Monthly meetings between our Community Liaison and administration regarding monthly attendance reports.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.27%	0.14%	2	2	1
African American	2.0%	3.40%	3.09%	15	25	22
Asian	0.3%	0.27%	0.28%	2	2	2
Filipino	0.1%	%	%	1		
Hispanic/Latino	87.8%	87.76%	88.76%	670	645	632
Pacific Islander	0.4%	%	%	3		
White	7.3%	6.53%	6.18%	56	48	44
Multiple/No Response	%	%	%			
Total Enrollment				763	735	712

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	133	142	148
Grade 1	126	109	118
Grade 2	133	130	109
Grade 3	106	127	117
Grade 4	130	100	120
Grade 5	135	127	100
Total Enrollment	763	735	712

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	403	395	360	52.8%	53.7%	50.6%
Fluent English Proficient (FEP)	65	58	65	8.5%	7.9%	9.1%
Reclassified Fluent English Proficient (RFEP)	48	29	45	10.9%	7.2%	11.4%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	109	117	118	105	115	115	105	115	115	96.3	98.3	97.5
Grade 4	129	101	124	129	99	123	129	99	123	100	98	99.2
Grade 5	136	119	100	134	119	100	134	119	100	98.5	100	100
All Grades	374	337	342	368	333	338	368	333	338	98.4	98.8	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2353.	2395.	2400.	12.38	12.17	18.26	5.71	24.35	20.00	18.10	27.83	24.35	63.81	35.65	37.39
Grade 4	2424.	2410.	2453.	13.95	11.11	17.07	16.28	18.18	21.95	25.58	17.17	26.83	44.19	53.54	34.15
Grade 5	2433.	2475.	2463.	5.22	16.81	10.00	15.67	26.89	24.00	25.37	20.17	24.00	53.73	36.13	42.00
All Grades	N/A	N/A	N/A	10.33	13.51	15.38	13.04	23.42	21.89	23.37	21.92	25.15	53.26	41.14	37.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.52	19.13	17.39	19.05	46.96	46.96	71.43	33.91	35.65
Grade 4	13.18	13.13	19.51	56.59	41.41	54.47	30.23	45.45	26.02
Grade 5	6.72	21.01	19.00	42.54	43.70	43.00	50.75	35.29	38.00
All Grades	9.78	18.02	18.64	40.76	44.14	48.52	49.46	37.84	32.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	8.70	13.04	27.62	45.22	49.57	59.05	46.09	37.39
Grade 4	13.18	5.05	13.01	44.96	42.42	58.54	41.86	52.53	28.46
Grade 5	14.18	21.85	14.00	36.57	42.86	45.00	49.25	35.29	41.00
All Grades	13.59	12.31	13.31	36.96	43.54	51.48	49.46	44.14	35.21

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.71	12.17	14.78	49.52	66.96	65.22	44.76	20.87	20.00
Grade 4	8.53	9.09	13.82	55.04	55.56	64.23	36.43	35.35	21.95
Grade 5	4.48	10.08	9.00	56.72	56.30	62.00	38.81	33.61	29.00
All Grades	6.25	10.51	12.72	54.08	59.76	63.91	39.67	29.73	23.37

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.24	13.91	10.43	28.57	58.26	52.17	56.19	27.83	37.39
Grade 4	14.73	20.20	17.89	50.39	36.36	52.85	34.88	43.43	29.27
Grade 5	8.96	26.89	15.00	46.27	42.86	49.00	44.78	30.25	36.00
All Grades	12.77	20.42	14.50	42.66	46.25	51.48	44.57	33.33	34.02

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	109	117	118	105	115	115	105	115	115	96.3	98.3	97.5
Grade 4	129	101	124	129	99	123	129	99	123	100	98	99.2
Grade 5	136	119	100	134	119	100	134	119	100	98.5	100	100
All Grades	374	337	342	368	333	338	368	333	338	98.4	98.8	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2371.	2396.	2398.	5.71	8.70	8.70	13.33	25.22	24.35	24.76	24.35	22.61	56.19	41.74	44.35
Grade 4	2439.	2433.	2432.	10.08	12.12	5.69	18.60	12.12	16.26	31.78	29.29	38.21	39.53	46.46	39.84
Grade 5	2423.	2462.	2445.	5.97	15.97	7.00	6.72	10.08	7.00	17.16	26.05	31.00	70.15	47.90	55.00
All Grades	N/A	N/A	N/A	7.34	12.31	7.10	12.77	15.92	16.27	24.46	26.43	30.77	55.43	45.35	45.86

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	14.29	18.26	16.52	23.81	30.43	34.78	61.90	51.30	48.70	
Grade 4	18.60	20.20	9.76	25.58	18.18	30.89	55.81	61.62	59.35	
Grade 5	7.46	21.01	7.00	17.91	22.69	28.00	74.63	56.30	65.00	
All Grades	13.32	19.82	11.24	22.28	24.02	31.36	64.40	56.16	57.40	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.62	17.39	13.91	36.19	33.91	39.13	56.19	48.70	46.96
Grade 4	11.63	12.12	7.32	39.53	36.36	51.22	48.84	51.52	41.46
Grade 5	5.97	10.08	7.00	24.63	32.77	33.00	69.40	57.14	60.00
All Grades	8.42	13.21	9.47	33.15	34.23	41.72	58.42	52.55	48.82

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.48	20.00	13.91	41.90	48.70	46.96	47.62	31.30	39.13
Grade 4	18.60	14.14	13.01	36.43	36.36	42.28	44.96	49.49	44.72
Grade 5	2.99	13.45	6.00	35.07	37.82	42.00	61.94	48.74	52.00
All Grades	10.60	15.92	11.24	37.50	41.14	43.79	51.90	42.94	44.97

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1443.2		1451.4		1424.0		89	
Grade 1	1488.6		1482.4		1494.3		56	
Grade 2	1492.6		1504.6		1480.1		54	
Grade 3	1495.8		1497.4		1493.8		60	
Grade 4	1492.1		1487.2		1496.5		43	
Grade 5	1511.5		1509.6		1513.0		38	
All Grades							340	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.96		32.58		21.35		*		89	
1	64.29		26.79				*		56	
2	59.26		24.07		*		*		54	
3	*		36.67		35.00		*		60	
4	*		53.49		25.58		*		43	
5	*		50.00		*		*		38	
All Grades	35.59		35.59		17.94		10.88		340	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	49.44		23.60		16.85		*		89	
1	78.57		*		*		*		56	
2	77.78		*		*		*		54	
3	36.67		43.33		*		*		60	
4	34.88		39.53		*		*		43	
5	55.26		28.95		*		*		38	
All Grades	55.29		25.00		11.47		8.24		340	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.58		15.73		38.20		13.48		89	
1	57.14		25.00		*		*		56	
2	27.78		40.74		*		20.37		54	
3	*		25.00		30.00		41.67		60	
4	*		25.58		44.19		27.91		43	
5	*		44.74		31.58		*		38	
All Grades	23.82		27.35		27.65		21.18		340	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.67		31.46		*		89	
1	76.79		*		*		56	
2	74.07		20.37		*		54	
3	30.00		56.67		*		60	
4	*		67.44		*		43	
5	39.47		47.37		*		38	
All Grades	52.94		37.94		9.12		340	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.82		40.45		15.73		89	
1	66.07		25.00		*		56	
2	74.07		20.37		*		54	
3	66.67		23.33		*		60	
4	41.86		46.51		*		43	
5	76.32		*		*		38	
All Grades	59.71		29.41		10.88		340	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.72		66.29		*		89	
1	71.43		19.64		*		56	
2	42.59		31.48		25.93		54	
3	*		51.67		38.33		60	
4	*		53.49		41.86		43	
5	*		55.26		31.58		38	
All Grades	28.82		47.65		23.53		340	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.56		32.58		16.85		89	
1	48.21		41.07		*		56	
2	24.07		62.96		*		54	
3	*		55.00		33.33		60	
4	*		67.44		*		43	
5	*		68.42		*		38	
All Grades	32.35		51.18		16.47		340	

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Students will receive instruction and participate in activities at high levels of rigor and Depth of Knowledge in order to master standards needed to prepare them to be college and career ready. Instruction will be provided at the proficiency level for all standards as well as the instructional levels based on student needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>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)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	<p>California School Dashboard - Academic Indicator for English Language Arts (Color(DFM)- Status - Level - Change) All Students (ALL)- Yellow(-40.3)-low-Increased-+22.2 English Learners (EL)- Yellow(-42.6)-low-Increased- +25 Hispanic (Hisp)- Yellow(-41)-low-Increased- +21.5 Socioeconomically Disadvantaged (SED)- Yellow(-42.3)-low-Increased-+23.7</p>
<p>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)</p>	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p>	<p>California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL)-(-52.1)- Yellow-low-Increased- +20.1 English Learners (EL)- Yellow(-52.5)-low- Increase- +20.3 Hispanic (Hisp)- Yellow(-51.9)-low-Increase-+19.4 Socioeconomically Disadvantaged (SED)- Yellow(-54.4)-low-Increased-+19.5</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results: 35.6% Level 4, 35.6% Level 3, 17.9% Level 2, 10.9% Level 1</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 8.7%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)</p>	<p>Increase overall in subgroup 3rd grade ELA SBAC proficiency by 4% from 2018 level. Increase EL Hispanic and African American student groups ELA SBAC proficiency by 6% from 2018 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 35.65% Not Met, 27.83% Nearly Met, 24.35% Met, 12.17 Exceeded English Learners (EL)- 44.83% Not Met, 25.86% Nearly Met, 28.69% Met, 8.62% Exceeded</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Hispanic (Hisp)- 37.14% Not Met, 27.62% Nearly Met, 23.81% Met, 11.43% Exceeded
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2018-2019 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)- 48.6% proficient
100% Williams Textbook/Materials Compliance	100% Williams Textbook/Materials Compliance	100% Williams Textbook/Materials Compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchasing of literacy program (How Dogs Help Kids) to improve literacy in 2nd grade.	How Dogs Help Kids program purchased and used.	Licensing/consultant: year 2 of 3 contract 5000-5999: Services And Other Operating Expenditures LCFF 2,100.00	Licensing/consultant: year 2 of 3 contract 5000-5999: Services And Other Operating Expenditures LCFF 1,770.00
Teachers will use standards-based enrichment and extracurricular activities (virtual college visits, actual college visits, standards based trips, etc.), to enhance the learning of our students. This includes, but is not limited to, student trips to College of the Desert, Ontario Reign Education Day (w/30-page STEM and Common Core curriculum workbook), Crystal Cove Science Day trip (NGSS standards), Leadership camp for student leaders, BWES Arts Program enrichment trips to the McCallum, etc.	Ontario Reign Education Day (w/30-page STEM and Common Core curriculum workbook), Crystal Cove Science Day trip (NGSS standards), Leadership camp for student leaders, BWES Arts Program enrichment trips to the McCallum, etc.	To cover field trips and programs that support Academic Achievement. 5000-5999: Services And Other Operating Expenditures LCFF 9,500.00	To cover field trips and programs that support Academic Achievement. 5000-5999: Services And Other Operating Expenditures LCFF 11,107.00

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, Special Education, etc). Teachers will progress monitor, score, and analyze their results on formative and summative assessments to help guide their instruction and create opportunities for additional support for students at-risk in academic goals.</p>	<p>Teachers collaborated and shared best educational practices in core curriculum targeting specific sub-groups (ELL, Socioeconomically Disadvantaged, Special Education, etc). Teachers were provided substitutes to allow for co-teaching, learning walks with leadership, and extra planning time to support them with the new district adopted math curriculum.</p>	<p>Certificated stipends and extra duty and substitutes 1000-1999: Certificated Personnel Salaries LCFF 6,385.00</p> <p>Relase time for teacher collaboration, learning walks, leadership vertical teaming, peer coaching 1000-1999: Certificated Personnel Salaries Title I 10,437.00</p>	<p>Certificated stipends and extra duty and substitutes 1000-1999: Certificated Personnel Salaries LCFF 3,760.00</p> <p>Relase time for teacher collaboration, learning walks, leadership vertical teaming, peer coaching 1000-1999: Certificated Personnel Salaries Title I 11,837.00</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>Purchased supplemental instructional and technology supplies (including, but not limited to: headphones, classroom manipulatives, leveled readers, science materials, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc.</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 22,000.00</p> <p>replace classroom equipment: projectors purchase wall mounted devices for classroom 4000-4999: Books And Supplies Title I 12,000.00</p> <p>replace classroom supplies: teacher devices/projector screens 4000-4999: Books And Supplies Title I 10,000.00</p> <p>purchase materials, books, supplies, and other needed instructional items in the areas of science, math</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 27,501.00</p> <p>replace classroom equipment: projectors purchase wall mounted devices for classroom 4000-4999: Books And Supplies Title I 2245.00</p> <p>replace classroom supplies: teacher devices/projector screens 4000-4999: Books And Supplies Title I 400.00</p> <p>purchase materials, books, supplies, and other needed instructional items in the areas of science, math</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		and ELA for instructional Rigor 4000-4999: Books And Supplies Title I 4,274.00	and ELA for instructional Rigor 4000-4999: Books And Supplies Title I 316.00
<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, math (Engage NY), WONDERS, GoGuardian, Accelerated Reader, UCLA Principal's Summer Institute, UCLA Institute for New and Aspiring Principals, SPARKS conference, and Kindergarten conference.</p>	<p>Professional development opportunities included Math Conferences, Science/STEM conference. GoGuardian was also provided via staff meeting.</p>	<p>Conferences and training focus on increasing instructional rigor</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 4,000.00</p>	<p>Conferences and training focus on increasing instructional rigor</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 4,535.00</p>
<p>Academic Coach (with conceptual math focus): will help coach and provide model lessons and feedback to certificated staff on instructional practices.</p>	<p>Academic Coach helped coach and provide model lessons and feedback to certificated staff on instructional practices. Her entire salary and benefits were paid for.</p>	<p>Academic Coach benefits/fringes 3000-3999: Employee Benefits Title I 30,050.00</p> <p>Academic Coach salary 1000-1999: Certificated Personnel Salaries Title I 69,490.00</p>	<p>Academic Coach benefits/fringes 3000-3999: Employee Benefits Title I 34,401.00</p> <p>Academic Coach salary 1000-1999: Certificated Personnel Salaries Title I 92,003.00</p>
<p>BWES Saturday Camp/Saturday School. Camp focus on NGSS Science and Mathematics as well as used as intervention to target students struggling in those areas.</p>	<p>BWES Saturday Camp/Saturday School was held, but not as many as indicated in the beginning so we could use some of the funding to help support teachers via certificated subs. The camps focused on NGSS Science and Mathematics as well as used as</p>	<p>Staffing for 9 Saturday Schools for 2 certificated teachers 1000-1999: Certificated Personnel Salaries Title I 10,000.00</p>	<p>Staffing for 3 Saturday Schools for 2 certificated teachers 1000-1999: Certificated Personnel Salaries Title I 1,617.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	intervention to target students struggling in those areas.		
<p>Bilingual personnel support members (2.4 school funded) will be provided to teachers to assist in the areas of ELD materials implementation support, communication with parents and students, presentation of materials to students, assisting classroom teachers with instructional strategies, materials and resources.</p>	<p>Bilingual personnel support members (2.4 school funded) were funded and provided teachers assistance in the areas of ELD materials implementation support, communication with parents and students, presentation of materials to students, assisting classroom teachers with instructional strategies, materials and resources.</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 63,663.00</p> <p>benefits/fringes 3000-3999: Employee Benefits LCFF 30,296.00</p> <p>extra duty- salary LCFF 2,860.00</p> <p>extra duty- fringes LCFF 777.00</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 61,922.00</p> <p>benefits/fringes 3000-3999: Employee Benefits LCFF 28,900.00</p> <p>extra duty- salary LCFF 5,676.00</p> <p>extra duty- fringes LCFF 1,690.00</p>
<p>Supplemental Instructional and Technology Supplies: online e-subscriptions and software licenses to increase rigor and support student learning in the core subjects (math, ELA, science, social studies, PE).</p> <p>Licenses and on-line subscriptions include, but are not limited to, Storyworks by Scholastic, Storyboard That, Read Live, History Weekly readers, Boardmaker Online, Visual Creator.</p>	<p>Licenses and on-line subscriptions included, but were not limited to, Accelerated Reader, Read Live, History Weekly readers, and IXL Math were purchased. IXL was purchased only for 4th grade to pilot the program.</p>	<p>online e-subscriptions and software licenses. 5000-5999: Services And Other Operating Expenditures LCFF 1,500.00</p> <p>ELA Tier 1 and Tier 2: Read Live licenses and History weekly readers, science supplemental supplies 5000-5999: Services And Other Operating Expenditures Title I 7,000.00</p> <p>Accelerated Reader licensing 5000-5999: Services And Other Operating Expenditures</p>	<p>online e-subscriptions and software licenses. 5000-5999: Services And Other Operating Expenditures LCFF 1,592.00</p> <p>ELA Tier 1 and Tier 2: Read Live licenses and History weekly readers, science supplemental supplies 5000-5999: Services And Other Operating Expenditures Title I 5,747.00</p> <p>Accelerated Reader licensing 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 11,000.00	LCFF 9,707.00
		Accelerated Reader books/replacements 4000-4999: Books And Supplies LCFF 2,589.00	Accelerated Reader books/replacements 4000-4999: Books And Supplies LCFF 330.00
ELA Tier 2 intervention: Classroom paraprofessional aide to help support our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy.	Classroom paraprofessional aide supported our Tier 2 model in Intensive and Strategic classrooms with a focus in guided reading and early literacy. These were fully funded and worked within our leveled guided reading program.	Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries Title I 14,461.00	Tier 2 classroom support (salary) 2000-2999: Classified Personnel Salaries Title I 14,862.00
		Tier 2 classroom support (fringes) 3000-3999: Employee Benefits Title I 4,525.00	Tier 2 classroom support (fringes) 3000-3999: Employee Benefits Title I 4,491.00

Analysis

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

Action 1: The Dog Reading program was very successful and encouraged students to read more at school and home. Unfortunately, due to funding the decision was made to discontinue this program since cuts had to be made. Realizing it was an engaging program for our students we are committed to find an alternate program for our 2nd graders next year.

Action 2: The standards-based and enrichment opportunities were used as an incentive to move student achievement (Ontario Reign game). The Leadership Camp served as a training to our student leaders to be more involved on campus and help maintain student behavior. Visit to the McCallum performances exposed our students to the arts and the trip to Crystal Cove supported our 5th graders in their science standards as well as being the culminating event in our Bobcat Experiences program that provides more prior knowledge to our students. Our students continue to make gains and behavior is being maintained. This data supports these findings.

Action 3: The release time for our certificated staff was extremely useful and effective because it allowed teachers to co-teach, plan, participate in learning walks and observe their colleagues with a focus on a specific teaching standard. The 20+ point increase in ELA affirms the effectiveness of this practice.

Action 4: Supplies and materials were purchased in order to support our 24/7 program, 1:1 device in the classroom program, and replace broken and missing supplies. Projectors and teacher devices were also updated and/or replaced when necessary in order to allow them to access their curriculum.

Action 5: The math conferences and science conferences (NGSS) allowed professional development for our staff. The increase of math scores and implementation of NGSS standards at each grade level support the success and effectiveness of these conferences.

Action 6: Our Math Academic Coach provided extra support to our teachers with the new district adopted curriculum. She created tests for our site, and the district, as well as provided model lessons. She stepped in to assist with classes when needed and worked with admin to begin to create our assessment model. Teacher response was positive and as observed by her scheduling of classroom visits, she seems to be an effective addition to our staff.

Action 7: The 3 Saturday Camps we held were beneficial to the students that attended. It provided extra Science support and allowed the school to recoup some ADA funding.

Action 8: With a high EL population, our bilingual support staff continue to provide our students the services they need. Our student subgroups continue to make growth in these areas.

Action 9: Our Read Live licenses have allowed our guided reading program to work and the Accelerated Reader program has encouraged students to read. A survey still does not have a majority of students/teachers using the AR

program so when budget cuts were made this was an area that was decided to also cut. The Weekly Readers have allowed us to provide Social Studies instruction as required by the district.
Action 10: A classroom para was added to help support our guided reading program. Our students continue to make gains in their DIBELS progress monitoring which support this expenditure.

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

1. Replace projectors/wall mounted devices: the cost of the replacements were not as expensive as we anticipated. This helped offset the under-projected cost of our Academic Coach.
2. Replace teacher devices: teacher devices were replaced if absolutely necessary. This helped offset the under-projected cost of our Academic Coach.
3. Purchase books and supplies: many of the books we needed to purchase were purchased via our successful Book Fairs. This helped offset the under-projected cost of our Academic Coach.
4. Academic Coach: projected salary was less than actual cost.
5. Saturday School: only 3 Saturday Schools were held in order to offset cost of our Academic Coach. It was also difficult to get 25 students for each Saturday so it was not as cost effective as we had imagined.

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.

How Dogs Help Kids program will be discontinued for the 2019-2020 school year. This action can be found in Goal 1 of the Planned Strategies/Actions section. Seeing value in the program we are committed at looking at an alternate reading program that 2nd grade can access. This will be done in the beginning of the year.
There will also be cuts in supplies, technology, field trips, and conferences due to loss of funding in both LCAP and Title 1 monies projected for 2019-2020 school year. This action can be found in Goal 1 of the Planned Strategies/Actions section.
Due to consistent growth being made across student groups limited modifications are being made to the 19-20 school plan.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Long Term Attendance Goal:
 The ultimate attendance goal in the Palm Springs Unified School District is for all students to attend school every day. There is a definite link between attendance and academic achievement. In addition, the District is significantly fiscally impacted as attendance increases or decreases. Beginning the 2017-2018 school year, all elementary schools will have at least 96.0% attendance rates, all middle and high schools will have at least 95.0% attendance rates.

Students at Bubbling Wells will increase their attendance rate to a minimum of 96% in the 2017-2018 school year.

The objective is to increase parent and community member participation in the school learning community to increase in time and sophistication of learning needs and outcomes. Parents will be invited to volunteer in classrooms, participate on committees (ELAC, SSC), Attend Family Nights (Science, Math, Cinco de Mayo), and use our Parent center (Learning English computer programs, internet access for state education, curriculum, standards and other information). Parents will also be invited to Parent Workshops done by our Counselor, with dates coming out in August.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) attendance rate was 94.75%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2017-2018 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL)- yellow, 13.7%, low, declined - 3.3% English Learner (EL)- green, 6%, medium, declined, 5.6% Hispanic (Hisp)- yellow, 12%, low, declined, 4.2% African American (AA)- NA, 29.6%, declined by 20.4% Socioeconomically Disadvantaged (SED)- yellow, 13.3%, low, declined- 3.6% Students with Disabilities (SWD)- orange, 20.8%, very low, declined 13.3%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results (Family Survey): Knowledge and Fairness of Discipline, Rules, and Norms- 93% Sense of Belonging (School Connectedness)- 96% Climate of Support for Academic Learning- 97% Safety- 92% LCAP- 91%

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>To increase daily attendance, the school will give students/classes/parents incentives for attendance including, but not limited to, bicycles/helmets, certificates, community business partnership donations, and individual student prizes.</p>	<p>We gave away 6 bicycles every trimester as attendance incentives. Thanks to our community partnerships we were also able to give away gift certificates each trimester to students. Our Community Liaison also held monthly award challenges where students/classrooms were able to win prizes.</p>	<p>Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 1,000</p>	<p>Student recognition awards and incentives. 4000-4999: Books And Supplies LCFF 1,903.00</p>
<p>The principal participates with community groups such as Rotary, Chamber of Commerce, etc. The principal and school staff will engage parents in communication and activities. The principal and school staff will seek to partner with community groups and members.</p>	<p>The principal participated with community groups such as Rotary, Chamber of Commerce, etc.</p>	<p>Administration will attend community functions and join selected community groups</p>	<p>Administration will attend community functions and join selected community groups</p>
<p>Site SSC, ELAC in conjunction with administration and teachers will schedule and conduct Parent Education Trainings to make parents more aware of state content standards and how to work more effectively with their children to help them learn. Site SSC, ELAC in conjunction with administration will provide training for parents through consultants, workshops, conferences and other activities. Part time paraprofessional's will support parents with</p>	<p>Our Title 3 funds were used to send our PTA members to the CABE Conference. Parents then reported back on what they learned. Catering/food was also purchased at Family Nights (science, 24/7, Back to School).</p>	<p>Purchase materials, supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 3,451.00</p>	<p>Purchase materials, supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 7,856.00</p>
		<p>Purchase catering 5000-5999: Services And Other Operating Expenditures LCFF 1,000.00</p>	<p>Purchase catering 5000-5999: Services And Other Operating Expenditures LCFF 3,159.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
training, school transitions and home/school connections as part of the school's parent center.			
School staff will solicit parents to volunteer in classrooms, participate on committees and provide support and suggestions to school operations and procedures. Teachers will regularly send designated folders home with communication and information about student work.	We purchased the communication folders to encourage teachers to communicate with families.	Home/School communication folders focus on EL's 4000-4999: Books And Supplies LCFF 1,000.00	Home/School communication folders focus on EL's 4000-4999: Books And Supplies LCFF 2,822.00

Analysis

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

Action #1: Our attendance incentives were effective because we were able to maintain our level of attendance for most of the year. We had an increase in chronic absenteeism, so this subgroup will be our focus for next year. Admin will communicate with those families over the summer to encourage them for the upcoming school year.

Action #2: The Principal continued to be a part of the Rotary group, bringing some extra community resources to the site such as the 2nd grade Book Giveaway and the emergency clothes supply found in the nurse's office.

Action #3: Parents attended the CAFE conference and had a good experience. This has been beneficial because those parents have taken a more active role on campus since attending that conference.

Action #4: 90% of the classrooms are using these communication folders to communicate school events with their families as well as their students' progress.

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

Title 1 funding: We received more funds mid year which allowed us to spend more in materials and supplies for our parents as well as catering.

Communication folders: We had more students this year so spent more on the purchase of folders. Money was transferred from materials/supplies in LCFF to help cover this expenditure.

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.

Due to a decrease in funding for the 2019-2020 school year, student recognition awards and incentives will decrease significantly. This action can be found in Goal 2 on the Planned Strategies/Action section.

Strategic changes will be made in the area of chronic absenteeism by targeting those families to provide them extra resources and support. They will be invited to our Parent Institute next year, home visits will be conducted over the summer to make connections with those families, and we have started to meet with ECE families of incoming Kinders to share the importance of coming to school.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Bubbling Wells students will be educated in a safe and drug-free learning environment using the resources and programs identified by the District. The school will provide instruction and reinforcement to students on the characteristics of safe and drug free behavior.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%) - Status - Level Change) All Students (ALL)- green, 2.6%, medium, declined 1.4% English Learner (EL)- green, 1.7%, medium, declined 1.3% Hispanic (Hisp)- green, 2.6%, medium, declined 1.3% African American (AA)- NA, 3.6%, declined .8% Socioeconomically Disadvantaged (SED)- green, 2.5%, medium, declined, 1.6% Students with Disabilities (SWD)- yellow, 3.7%, low, declined 1.5%</p>
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%</p>	<p>Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>
<p>Panorama Survey - School Connectedness All students EL AA Hisp SED</p>	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: 76% EL: 77% AA: 88% Hisp: 76% SED: 63%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: All students: 60% EL: 62% AA: 57% Hisp: 60% SED: 54%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	100 % for Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety: Purchasing of Raptor equipment for parent/volunteer check in process in the main office. Parents and volunteers will swipe license and their information will be ran through databases used to ensure student safety.	District purchased the Raptor system.	School volunteer/parent check in program (district funded)	School volunteer/parent check in program (district funded)
Six (6) Supervision Aides to increase student supervision on campus. With our new SEL model, this will allow us to include the Tier 2 intervention of adding a recess/lunch detention to our program that will not affect the classroom teachers.	Six (6) Supervision Aides were funded to increase student supervision on campus.	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 33,728.00	Supervision Aides (salary) 2000-2999: Classified Personnel Salaries LCFF 33,728.00
		Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 4,946.00	Supervision Aides (fringes/benefits) 3000-3999: Employee Benefits LCFF 4,946.00
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	Support staff were paid to help in maintaining school learning and academic learning for students and for maintaining communication for parents for collaborating on instructional programs.	Provide parent / teacher/ student support for child care and translation during parent conferences 2000-2999: Classified Personnel Salaries LCFF 2,500.00	Provide parent / teacher/ student support for child care and translation during parent conferences 2000-2999: Classified Personnel Salaries LCFF 2,128.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
conferences, back to school nights, open house, family nights, etc. All classified personnel--secretary, clerk, classroom aides, custodian, will be involved in these activities.			
Tier 1 SEL Program: Administrator and teachers will conduct trimester award assemblies to highlight student achievement, the importance of attending school, and to positively motivate students in the area of ELA, Math, Science and Social Behavior. This will also include SEL incentives to help support our Pyramid of Success.	SEL incentives were purchased as well as incentives to highlight student achievement. This included incentives to reward students with our reading program, peer self esteem building, and treats for testing to motivate students.	SEL incentives to help support our Pyramid of Success and School Safety program. 4000-4999: Books And Supplies LCFF 2,000.00	SEL incentives to help support our Pyramid of Success and School Safety program. 4000-4999: Books And Supplies LCFF 3,472.00
Tier 3 support: Mental Health Personnel- staffing for 1 day a week of on site Mental Health counseling.	Mental Health Personnel- staffing for 1 day a week of on site Mental Health counseling was purchased.	1 day a week Mental Health counseling on site 1000-1999: Certificated Personnel Salaries LCFF 22,100.00	1 day a week Mental Health counseling on site 1000-1999: Certificated Personnel Salaries LCFF 18,240.00
School Safety: Purchasing of lockdown/Crisis classroom kits	Purchased door magnets for every classroom.	provide emergency classroom kits for lockdown/crisis situations 4000-4999: Books And Supplies LCFF 1,000.00	provide emergency classroom kits for lockdown/crisis situations 4000-4999: Books And Supplies LCFF 1,480.00
Addition of 1 Supervision Aide to increase student supervision on campus. With our new SEL model, this will allow us to include the Tier 2 intervention of adding a recess/lunch detention to our program	Added 1 Supervision Aide	Supervision Aide salary 2000-2999: Classified Personnel Salaries LCFF 9,520 Supervision Aide fringes/benefits	Supervision Aide salary 2000-2999: Classified Personnel Salaries LCFF 5,036.00 Supervision Aide fringes/benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
that will not affect the classroom teachers.		3000-3999: Employee Benefits LCFF 1,413.00	3000-3999: Employee Benefits LCFF 655.00

Analysis

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

Action 1: The Raptor System helps keep our campus safe by having parents/visitors sign in via the system. We only had 1 parent this year get on campus without permission.
 Action 2: Supervision aides helped keep our students safe before, during, and after school. We had a decrease in minor infractions this year due to the increased supervision.
 Action 3: Translation and child care was provided in order to allow our families more access to our staff before and after school, including parent conferences.
 Action 4: Incentives purchased helped promote student self esteem as well as build a positive school climate. These incentives allowed us to recognize students that were following school expectations therefore helping with our suspension rate.
 Action 5: Our Mental Health personnel pulled students one day a week
 Action 6: Door magnets were purchased so teachers could keep their doors unlocked but can be pulled in an emergency. This did not prove to be effective because the magnets would break too easily and the doors would not fully shut. These will not be purchased for next year.
 Action 7: One supervision aide was added to help with supervision. This was effective because this allowed us to place 2 adults in each area where students were found. Major incidents declined.

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

We added a Supervision Aide but used one of our current aides as the projected amount. Since this was a new hire the actual cost was less.

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.

Due to lack of funding, we will need to eliminate our Mental Health services for the 2019-2020 school year. This action can be found in Goal 3 of Planned Strategies/Actions section.

The only strategic change that will be done in this area will focus around mental health services that our personnel was seeing. We will ensure that these cases will get picked up by the district.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Students will receive instruction and participate in activities at high levels of rigor and Depth of Knowledge in order to master standards needed to prepare them to be college and career ready. Instruction will be provided at the proficiency level for all standards as well as the instructional levels based on student needs.

LCAP Goal

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

Identified Need

1. We are 29.6 points below standard in ELA overall. In math we are 56.8 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 2017 to 2018 student group placements remain in the low status levels overall.
3. Our current English Learners in ELA SBAC are 57 points below standard. In mathematics they are 74.5 points below standard.
4. End of year DIBELS data for 2nd grade is 30.2 percent in intensive status.
5. We have 53.7% English Learners (over half). We have 28.8% of English Language Learners still in Level 1 or 2.
6. Our reclassification goal for 2019-2020 will be 70 students.
7. We will move 10% of students up a level in ELPI.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow(-40.3)- Low- Increased Significantly- +22.2 English Learners (EL)- Yellow(-42.6)- Low- Increased Significantly- +25 Hispanic (Hisp)- Yellow(-41)- Low- Increased Significantly- +21.5 African American (AA)- NA Socioeconomically Disadvantaged (SED)Yellow(-42.3)- Low- Increased significantly- +23.7 Students with Disabilities (SWD)- NA	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow- Low- Increased Significantly- +15 English Learners (EL)- Yellow- Low- Increased Significantly- +15 Hispanic (Hisp)- Yellow- Low- Increased Significantly- +15 African American (AA)- NA Socioeconomically Disadvantaged (SED)- Yellow- Low-Increased Significantly- +15 Students with Disabilities (SWD)- NA
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change)

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All Students (ALL) Yellow(-52.1)- Low- Increased Significantly- +20.1 English Learners (EL)- Yellow(-52.5)- Low-Increased Significantly- +20.3 Hispanic (Hisp)- Yellow(-51.9)- Low-Increased Significantly- +19.4 African American (AA)- NA Socioeconomically Disadvantaged (SED)- Yellow(-54.4)- Low- Increased Significantly- +19.5 Students with Disabilities (SWD)- NA	All Students (ALL) Yellow- Low-Increased Significantly- +10 English Learners (EL)- Yellow-Low-Increased Significantly- +15 Hispanic (Hisp)- Yellow- Low-Increased Significantly- +15 African American (AA)- NA Socioeconomically Disadvantaged (SED)- Yellow- Low- Increased significantly- +15 Students with Disabilities (SWD)- NA
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) Baseline Results: 35.6% Level 4, 35.6% Level 3, 17.9% Level 2, 10.9% Level 1	California School Dashboard - English Learner Progress Indicator (ELPI) Will move 10% of students up a level.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate English Learners (EL)	English Learner Redesignated Fluent English Proficient (RFEP) - Reclassification Rate- 67 students English Learners (EL)- 206 students	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 70 students
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 35.65% Not Met, 27.83% Nearly Met, 24.35% Met, 12.17 Exceeded English Learners (EL)- 44.83% Not Met, 25.86% Nearly Met, 28.69% Met, 8.62% Exceeded Hispanic (Hisp)- 37.14% Not Met, 27.62% Nearly Met, 23.81% Met, 11.43% Exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded English Learners (EL)- 35% Not Met, 20% Nearly Met, 35% Met, 10% Exceeded Hispanic (Hisp)- 30% Not Met, 25% Nearly Met, 30% Met, 15% Exceeded
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)- 48.6% proficient	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)- 50% proficient
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	100% Williams Textbook/Materials Compliance

Planned Strategies/Activities

Strategy/Activity 1

Teachers will use standards-based enrichment and extracurricular activities (virtual college visits, actual college visits, standards based trips, etc.), to enhance the learning of our students.

This may include, but is not limited to, student trips to College of the Desert, Ontario Reign Education Day (w/30-page STEM and Common Core curriculum workbook), Crystal Cove Science Day trip (NGSS standards), Leadership camp for student leaders, BWES Arts Program enrichment trips to the McCallum, etc.

Students to be Served by this Strategy/Activity

- Foster Youth
- Low Income
- Specific Student Groups:
5th grade, Tier 2 and 3 Behavior Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	To cover field trips and programs that support Academic Achievement and enrich learning experiences.

Strategy/Activity 2

Teachers will collaborate and share best educational practices in core curriculum targeting specific sub-groups (ELL, Socioeconomically Disadvantaged, Special Education, etc). Teachers will progress monitor, score, and analyze their results on formative and summative assessments to help guide their instruction and create opportunities for additional support for students at-risk in academic goals.

Students to be Served by this Strategy/Activity

- All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrators, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,890.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Certificated stipends and extra duty and substitutes
Amount	8,740.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Relase time for teacher collaboration, learning walks, leadership vertical teaming, peer coaching

Strategy/Activity 3

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

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Teachers, TOSA

Proposed Expenditures for this Strategy/Activity

Amount	17,620.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials, books, supplies, and other needed instructional items in the areas of science, math and ELA for instructional Rigor

Strategy/Activity 4

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, math, WONDERS, Accelerated Reader, UCLA Principal's Summer Institute, UCLA Institute for New and Aspiring Principals, SPARKS conference, and Kindergarten conference.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and training focus on increasing instructional rigor

Strategy/Activity 5

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

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

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	36,016.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Academic Coach benefits/fringes

Amount	94,188.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Academic Coach salary

Strategy/Activity 6

Bilingual personnel support members (2.4 school funded) will be provided to teachers to assist in the areas of ELD materials implementation support, communication with parents and students, presentation of materials to students, assisting classroom teachers with instructional strategies, materials and resources.

Students to be Served by this Strategy/Activity English Learner

Low Income

Specific Student Groups:
Intensive and Strategic leveled reading groups

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	43,223.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual support for students across subject areas with a focus on helping the students understand the learning that the teacher is teaching.
Amount	25,892.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	benefits/fringes
Amount	1,300.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty- salary
Amount	435.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	extra duty- fringes

Strategy/Activity 7

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

Licenses and on-line subscriptions include, but are not limited to, Read Live, History Weekly readers, IXL.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	online e-subscriptions and software licenses.
Amount	6777.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELA Tier 1 and Tier 2: Social Studies weekly readers for content application of skills

Strategy/Activity 8

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, ELA TOSA

Proposed Expenditures for this Strategy/Activity

Amount	15,537.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tier 2 classroom support (salary)
Amount	5,271.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Tier 2 classroom support (fringes)

Strategy/Activity 9

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

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

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, ELA TOSA

Proposed Expenditures for this Strategy/Activity

Amount	19,453.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tier 2 classroom support (salary)
Amount	6,579.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Tier 2 classroom support (fringes)

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Long Term Attendance Goal:

The ultimate attendance goal in the Palm Springs Unified School District is for all students to attend school every day. There is a definite link between attendance and academic achievement. Beginning the 2019-2020 school year, all elementary schools will have at least 96.0% attendance rates, all middle and high schools will have at least 95.0% attendance rates.

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

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

LCAP Goal

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

Identified Need

Chronic Absenteeism rate is 13.7% and has declined 3.3% since the previous year. White students are in the Red and SWD are orange on the CA Dashboard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates- Yellow All Students (ALL) attendance rate was 94.75%	Student Attendance Rates (Color - Status - Level - Change) All Students (ALL)- 95% attendance rate all students.
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL)- yellow, 13.7%, low, declined - 3.3% English Learner (EL)- green, 6%, medium, declined, 5.6% Hispanic (Hisp)- yellow, 12%, low, declined, 4.2% African American (AA)- NA, 29.6%, declined by 20.4% Socioeconomically Disadvantaged (SED)- yellow, 13.3%, low, declined- 3.6% Students with Disabilities (SWD)- orange, 20.8%, very low, declined 13.3%	Chronic Absenteeism Rates (Green (10%) - Status - Level - Change) All Students (ALL) Green-decrease by 3.7%- 10% English Learner (EL) Green-10% Hispanic (Hisp) Green- 10% African American (AA) Green-10% Socioeconomically Disadvantaged (SED) Green- 10% Students with Disabilities (SWD)- Green 10%

Metric/Indicator	Baseline	Expected Outcome
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results (Family Survey): Knowledge and Fairness of Discipline, Rules, and Norms- 93% Sense of Belonging (School Connectedness)- 96% Climate of Support for Academic Learning- 97% Safety- 92% LCAP- 91%	Family School Connectedness via Panorama Family Climate Survey Baseline Results (Family Survey): Knowledge and Fairness of Discipline, Rules, and Norms- 95% Sense of Belonging (School Connectedness)- 97% Climate of Support for Academic Learning- 97% Safety- 95% LCAP- 95%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
White students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator,
Parents, Teachers,
and Office
Administration

Proposed Expenditures for this Strategy/Activity

Amount	1,200.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student recognition awards and incentives.

Strategy/Activity 2

The principal participates with community groups such as Rotary, Chamber of Commerce, etc. The principal and school staff will engage parents in communication and activities. The principal and school staff will seek to partner with community groups and members.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Principal; all school staff

Proposed Expenditures for this Strategy/Activity

Description

Administration will attend community functions and join selected community groups

Strategy/Activity 3

Site SSC, ELAC in conjunction with administration and teachers will schedule and conduct Parent Education Trainings to make parents more aware of state content standards and how to work more effectively with their children to help them learn. Site SSC, ELAC in conjunction with administration will provide training for parents through consultants, workshops, conferences and other activities. Part time paraprofessional's will support parents with training, school transitions and home/school connections as part of the school's parent center.

Students to be Served by this Strategy/Activity

English Learner

Specific Student Groups:
SSC- all students; White students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, SSC, ELAC

Proposed Expenditures for this Strategy/Activity

Amount

3,043.00

Source

Title I Part A: Parent Involvement

Budget Reference

4000-4999: Books And Supplies

Description

Purchase materials, supplies

Amount

939.00

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Purchase materials, supplies

Strategy/Activity 4

School staff will solicit parents to volunteer in classrooms, participate on committees and provide support and suggestions to school operations and procedures.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Principal, TOSA,
Teachers and school
staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Bubbling Wells students will be educated in a safe and drug-free learning environment using the resources and programs identified by the District. The school will provide instruction and reinforcement to students on the characteristics of safe and drug free behavior.

LCAP Goal

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

Identified Need

- 60% of all students felt safe at school based on Panorama Survey. This will be addressed by the following: 2 expectation assemblies covering sequential discipline policy, review of previous year survey with student population, and continue with SEL lessons via counselor in classrooms.
- 76% of all students felt connected to school based on Panorama Survey. This will be addressed by more SEL group opportunities provided by administration and/or counselor.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%) - Status - Level Change) All Students (ALL)- green, 2.6%, medium, declined 1.4% English Learner (EL)- green, 1.7%, medium, declined 1.3% Hispanic (Hisp)- green, 2.6%, medium, declined 1.3% African American (AA)- NA, 3.6%, declined .8% Socioeconomically Disadvantaged (SED)- green, 2.5%, medium, declined, 1.6% Students with Disabilities (SWD)- yellow, 3.7%, low, declined 1.5%	Suspension Rates: (Color (%) - Status - Level Change) All Students (ALL)- green, 2.0%, medium, English Learner (EL)- green, 1%, medium, Hispanic (Hisp)- green, 2%, medium, African American (AA)- NA, 3%, Socioeconomically Disadvantaged (SED)- green, 2%, medium Students with Disabilities (SWD)- yellow, 3%,
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL)- 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Panorama Survey - School Connectedness All students	Panorama Survey - School Connectedness Baseline Data:	Panorama Survey - School Connectedness Baseline Data:

Metric/Indicator	Baseline	Expected Outcome
EL AA Hisp SED	All students: 76% EL: 77% AA: 88% Hisp: 76% SED: 63%	All students: 80% EL: 80% AA: 88% Hisp: 80% SED: 80%
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety Baseline Data: All students: 60% EL: 62% AA: 57% Hisp: 60% SED: 54%	Panorama Survey - School Safety Baseline Data: All students: 70% EL: 70% AA: 70% Hisp: 70% SED: 70%
Williams Facilities Inspection Results	100% Williams Facilities Inspection Results	100% Williams Facilities Inspection Results

Planned Strategies/Activities

Strategy/Activity 1

Game On Coach for Structured Recess program.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	4,446.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary
Amount	4,242.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes/Extra Duty

Strategy/Activity 2

Seven (7) Supervision Aides to increase student supervision on campus. With our new SEL model, this will allow us to include the Tier 2 intervention of adding a recess/lunch detention to our program that will not affect the classroom teachers.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	42,054.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supervision Aides (salary)

Amount	5,827.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Supervision Aides (fringes/benefits)

Strategy/Activity 3

Tier 1 SEL Program: Administrator and teachers will conduct trimester award assemblies to highlight student achievement, the importance of attending school, and to positively motivate students in the area of ELA, Math, Science and Social Behavior.

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

SEL incentives to help support our Pyramid of Success and School Safety program.

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 <small>Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)</small>	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

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

School Goal #3: Maintain Healthy and Safe Learning Environment

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

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	\$150,703
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,172.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	147,660	0.00
Title I Part A: Parent Involvement	3,043	0.00
LCFF	211,469	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	\$147,660.00
Title I Part A: Parent Involvement	\$3,043.00

Subtotal of additional federal funds included for this school: \$150,703.00

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	\$211,469.00

Subtotal of state or local funds included for this school: \$211,469.00

Total of federal, state, and/or local funds for this school: \$362,172.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	211,469.00
Title I	147,660.00
Title I Part A: Parent Involvement	3,043.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	108,818.00
2000-2999: Classified Personnel Salaries	126,013.00
3000-3999: Employee Benefits	84,262.00
4000-4999: Books And Supplies	24,802.00
5000-5999: Services And Other Operating Expenditures	18,277.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	5,890.00
2000-2999: Classified Personnel Salaries	LCFF	126,013.00
3000-3999: Employee Benefits	LCFF	48,246.00
4000-4999: Books And Supplies	LCFF	20,820.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,500.00
1000-1999: Certificated Personnel Salaries	Title I	102,928.00
3000-3999: Employee Benefits	Title I	36,016.00
4000-4999: Books And Supplies	Title I	939.00
5000-5999: Services And Other Operating Expenditures	Title I	7,777.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,043.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Geyer	X				
Elizabeth Gardenaz				X	
Belen Tienda				X	
Breanna Sewell				X	
Tanya Torres				X	
Graciela Escatell				X	
Susana Leon			X		
Melinda Kuechler		X			
Peri Acar		X			
Kris Woody		X			
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

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 September 25, 2019.

Attested:



Principal, Mrs. Jennifer Geyer on 9/25/19



SSC Chairperson, Tanya Torres on 10/18/19

