



Bubbling Wells Elementary School

67501 Camino Campanero • Desert Hot Springs, CA 92240 • 760-251-7230 • Grades K-5

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Palm Springs Unified School District

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School Description

Bubbling Wells Elementary School is one of sixteen elementary schools in the Palm Springs Unified School District. Opened in the fall of 1992, Bubbling Wells serves approximately 750 students in grades Transitional Kindergarten through grade five. Located just south of the city limits of Desert Hot Springs, school attendance boundaries include the county areas of Desert Hot Springs east of Palm Drive, west of Mt. View and south of Camino Campanero. Each year our school evaluates the effectiveness of our School Plan for Student Achievement after state and district scores are available. Our School Site Council (SSC), English Learner Advisory Committee (ELAC) and other leadership groups have the opportunity to review all student achievement data. Our School Plan for Student Achievement (SPSA) is monitored throughout the year. Revisions to our SPSA, and subsequent School Board approval, will occur if there are substantial budget and/or material changes during the school year. The School Plan for Student Achievement is updated annually by the Bubbling Wells School Site Council.

The school staff reviewed current state and district policy on curriculum/instruction and student behavior. A determination was made that indicates the student discipline and behavior policy is appropriate and effective.

The Bubbling Wells Vision and Mission statement is:

“All members of Bubbling Wells Elementary School 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. We share our district's vision: Lifelong Learning starts here.”

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	121
Grade 2	125
Grade 3	119
Grade 4	116
Grade 5	125
Total Enrollment	743

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.3
Asian	0.1
Hispanic or Latino	89
White	6.6
Two or More Races	0.9
Socioeconomically Disadvantaged	95
English Learners	43.2
Students with Disabilities	7.8
Foster Youth	0.8
Homeless	7.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Bubbling Wells	18-19	19-20	20-21
With Full Credential	32	34	35
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	18-19	19-20	20-21
With Full Credential	♦	♦	993
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	38

Teacher Misassignments and Vacant Teacher Positions at Bubbling Wells Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: **September 22, 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders/Macmillan/McGraw Hill 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges/The Math Learning Center The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify Science / 2020-2021 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections/Harcourt 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Bubbling Wells was constructed in 1992 at a cost of six-and-one-half million dollars. The school is located on a beautiful terraced site with three playgrounds providing a wide variety of playground equipment and play opportunities. The original facility consisted of nineteen self-contained classrooms, five smaller rooms for small group instruction, a support staff, an administration building, a library, and a multi-purpose room. During the summers of 1993 and 1994, nine additional classrooms were added to the school to provide for the rapidly growing student population. An additional six classrooms were added for the school year 2001-2002 to keep pace with the continuing growth. Six more classes were added for the 2007-2008 school year to accommodate the continued growth at the school. During the 2009-2010 school year, Bubbling Wells experienced a reduction in student enrollment and staffing due to the opening of Cabot Yerxa Elementary School. Eight classes were eliminated during the 2009-2010 and 2010-2011 school years, relieving the overpopulated school. All buildings are connected to a security system that has kept vandalism and theft to a minimum. The school has one part-time and two full-time custodians who maintain the cleanliness of the school on daily basis. Visitors have commented frequently on the beauty and cleanliness of the school, as well as the sense of belonging as they come on campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/15/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	fire alarm system in trouble - resolved/ work order(s) completed
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	42	N/A	50	N/A
Math	23	N/A	28	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	14	N/A	19	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

All Bubbling Wells parents are invited to participate in a wide variety of school activities. Parents serve as valuable volunteers, important committee members and public supporters of the school and our programs. We have an active Parent Teacher Association that all parents are encouraged to attend. Parent science nights are held each year. The Bubbling Wells Parent Engagement Policy is distributed to all parents at the beginning of each school year. A Bubbling Wells Compact has been developed and approved by staff and parents for use.

At Bubbling Wells, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school as well as the development of our parent engagement policy. The policy is provided in both English and Spanish.

Examples of activities and actions supporting parent involvement in the past year:

- We have an active PTA who encourages all parents to join them in planning school wide events and activities that enhance the learning experience for all students.
- We have a room dedicated to parent support with computers/internet access, the room was primarily used by the PTA, ELAC and other parent educational programs offered throughout the school year.
- Student Success Team meetings with parents, students, grade level teams, administration and resource professionals are held at the teacher and/or parent request to review academic and behavioral deficits that are effecting academics. The goal of these meetings are to develop strategies/interventions to promote grade level mastery of academic standards.
- Home visits provided by school staff and administration to work with parents on attendance issues, behavior and to highlight student success. Community Liaison support was provided to assist families with scheduling, health-related issues, and other specific causes for poor attendance.
- We had a school community liaison who strived to develop relationships with our families and connect parents with local community organizations that offer support for families in a variety of areas and circumstances, this position was unfilled for the last half of the school year.

- The school nurse assists parents with identifying and accessing community resources for specific needs and monitoring student health concerns while at school.
- Parent input at School Site Council meetings on instructional programs and strategies in order to develop the School School Plan of Achievement. The School Site Council reviews draft of plan, makes recommendations or amendments and approves the final plan.
- 1% of Title I budget has been designated for parent involvement for Family Curriculum Theme nights, Title I informational meetings, School Site Council meetings and other parent engagement opportunities that meet the current needs of our families.
- Translators are provided for our families to encourage involvement and communication for parent. Family nights as well as typical school activities.
- We held monthly Coffee Chats with administration that was open for all parents to attend to ask questions, learn what is happening at the school and build connections within the parent community.
- The school continued to be active on Social Media with a Facebook and Instagram account to share information about what is happening around campus school wide and to keep parents informed via another means of communication.
- The school has updated the School Website with additional resources and links for parents to have easier access to school information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Bubbling Wells Elementary School was designed with student safety in mind. Bubbling Wells has developed an emergency preparedness plan and conducts monthly fire drills, quarterly earthquake drills, as well as active intruder training and drills throughout the year. The school’s safe plan also includes a Conflict Mediator program that educates students on making good choices in life. Bubbling Wells is proud of it’s safe, student-centered learning environment. The school has emergency protocols for events that disrupt the essential functions of the school. Bubbling Wells implements a standard emergency protocol for communication and decisions based on the unique circumstances that occur. The school’s Safe School Plan was last revised and reviewed in November, 2020.

Risk Reduction Plan (1 or 2 goals to reduce risk based on Risk Assessment)

Goal #1

Improve the safety of pick-up procedures in the upper parking lot to address traffic concerns.

1. Students stand with teachers behind cones/chains until a verified adult comes to pick them up.
2. Student identifies the person who is coming to pick them up and teacher ensures that person is cleared on the emergency card.
3. Cones/signs to block people parking along the curb and/or on the turn around.
4. Continue working with CHP to address traffic concerns.
5. Work with Safe Routes to School to increase safety of other routes that may impact upper parking lot.

Goal #2

Provide emergency supplies for each classroom.

1. Emergency backpack that includes: Emergency Contacts List (synergy), Medical Considerations List (synergy), Flashlight, Basic First Aid Supplies, tarp
2. Social Emotional Emergency Supplies: Request parents send a photo for students to have to help them through an emergency situation, Teacher provided copies of coloring or other fun activity to pass the time during an emergency.
3. Lockdown emergency toilet supplies: Trashcans and extra trash bags in each classroom. 3 sided science board to be used in addition to room furniture for privacy.
4. Update Emergency supplies in the emergency container for schoolwide use in an emergency.
 - Request additional water containers and purchase a supply of cups to be used with the water containers as needed in an emergency.
 - Purchase tarps for privacy in setting up various areas in emergency location: emergency bathrooms, first aid, morgue, etc.
 - Locate portable toilets previously purchased for campus and store them in the emergency container.

Goal #3

Develop empathy and connections within the school community to address trauma from living through the pandemic/school closures.

1. Continue classroom meetings a minimum of once a week to build classroom connection and community.
2. Develop the use of restorative circles to promote communication, connection and develop empathy for others.
3. Facilitate virtual circles and collaborations that emphasize promoting student voice, building relationships and demonstrating empathy
4. Promote self-awareness, self-management and effective modeling; Establish routines where students are given the opportunity to reflect and communicate how they are doing emotionally each day.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.6	2.6	7.1	6.2	3.5	3.5
Expulsions	0.0	0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	5.1	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	743

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		6		22	1	6	5	20		2	
1	26		4		22		5		23		5	
2	24		5		22	1	4		24	5		
3	23	1	5		23		5		23		5	
4	24		4		27		4		29		4	
5	22	1	5		29		4		31		4	
Other**	9	1							9	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	24	28	24

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. In 2018-19 the focus for ELA was on the gradual release model, and 2019-20 was an extension of the previous two years, as well as an addition of training around Claim 3 (Writing). The professional development in these areas was provided by the Schoolhouse Project.

In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. During Year 2 (2019-20) the focus is on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner). The numbers in the chart above represent 6 days of ELA training for the 2018-19 and 6 days of ELA training for the 2019-20 year. The remaining days for these two school years are full days of professional learning for math. The 2020-21 numbers represent the days allocated to the school for professional development in ELA provided by the Schoolhouse Project and Math provided by High Impact Math. The professional development was focused on coaching teachers to strengthen their instructional delivery in a virtual setting.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,858	\$50,029
Mid-Range Teacher Salary	\$78,666	\$77,680
Highest Teacher Salary	\$109,235	\$102,143
Average Principal Salary (ES)	\$133,523	\$128,526
Average Principal Salary (MS)	\$140,282	\$133,574
Average Principal Salary (HS)	\$153,061	\$147,006
Superintendent Salary	\$268,713	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,698	\$3,904	\$9,794	\$81,726
District	N/A	N/A	\$10,791	\$88,407
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.7	-7.9
School Site/ State	23.3	-1.6

Note: Cells with N/A values do not require data.

Types of Services Funded

- Transitional Kindergarten and Kindergarten full day programs. Students are instructed in building phonics and phonemic awareness, fluency, vocabulary, comprehension, writing, and mathematics.
- English Language Learners: ELD integrated instruction and designated time for ELD specific instruction.
- Foster and Homeless students are identified and efforts are made to connect the families with the district community resource workers assigned to the geographical area.
- Special Education: Head Start on campus, four Special Day classes servicing TK-5th grade students with special education needs. Students are mainstreamed as appropriate throughout the day. RSP push-in and/or pull-out support is provided for students who meet the
- GATE: Gate cluster program is in place for students in grades 3-5. Teachers are either GATE certified or participating in training in GATE instructional strategies.

criteria for needing special education services.

- Under Achieving Students: Tier II guided reading program is in place during school hours. Teachers also implementing specific intervention strategies during the school day and collaborate vertically to meet the needs of all students with appropriate supports and scaffolds.
- School Improvement: The district funds an academic coach as well as our having a site funded math teacher/coach. The coaches provide assistance to teachers on curriculum and instructional strategies to help meet the needs of identified at-risk students who are not meeting the standards, as well as providing best first instruction to all learners. The school also funds bilingual and instructional aides who work with classroom teachers to provide support to students. The school funds additional bilingual and Instructional aides who provide targeted student support during this 60 minute intervention block.
- Technology: 1:1 device-to-student ratio for all TK-5th grade, Instruction enhanced in all TK-5 classrooms through the use of technology such as: View Sonics, Document cameras and sound field systems. All technology is supported by an on-site technology liaison and district technology team.
- Additional services funded include: professional development; supplemental educational services; homeless education programs; Childcare programs; Title I program services, curriculum and support, local testing services, ELL services, standards and assessment support and accounting services; technology at all grade levels.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.