



Bubbling Wells Elementary School

67501 Camino Campanero • Desert Hot Springs, CA 92240 • 760-251-7230 • Grades K-5
Dr. Stephen Marlatt, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

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District Governing Board

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Human Resources**

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**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

School Description

At Bubbling Wells, all staff will do what it takes for all students to be proficient in grade level standards.

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 800 students in grades Transitional Kindergarten kindergarten throughgrade 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 Single Plan for Student Achievement after state and district scores are available. Our School Site Council (SSC), English Learner Advisory Committee (ELAC) group and other leadership groups have the opportunity to review all student achievement data. Our Single 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 Single 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. A determination was also made that indicates that the current state adopted curriculum material for RLA is now adequate and but efforts will still be continued to identify, purchase, and provide research and standards based training. Research and standards based supplemental materials will also be used to fill in any gaps identified in the current state adopted curriculum material for RLA.

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 760-251-7230 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	152
Grade 1	107
Grade 2	138
Grade 3	123
Grade 4	128
Grade 5	129
Total Enrollment	777

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.7
Asian	0.1
Filipino	0.5
Hispanic or Latino	86.9
White	7.6
Two or More Races	1.2
Socioeconomically Disadvantaged	95.6
English Learners	53.2
Students with Disabilities	8.9
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Bubbling Wells Elementary School	13-14	14-15	15-16
With Full Credential	31	32	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Bubbling Wells Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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.

All textbooks are high quality and available for all students. Mathematics textbooks are from the most recent state adoption as are science and social studies. The ELA textbooks were recently updated through a new state adoption. All students have access to all current state adopted books and materials.

Textbooks and Instructional Materials Year and month in which data were collected: September 8, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillan/McGraw Hill 2009-2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	enVision Math/Pearson 2008-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science/Harcourt 2007-2008 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

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 two custodians who maintain the cleanliness of the school on daily basis. Visitors have commented frequently on the beauty and cleanliness of the school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/12/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Work Orders on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Work Orders on file in M&O Office
Electrical: Electrical		X		Work Orders on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Work Orders on file in M&O Office
Safety: Fire Safety, Hazardous Materials	X			Work Orders on file in M&O Office
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order on file in M&O Office
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/12/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	24	32	44
Math	13	20	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	37	52	38	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	38
Male	39
Female	38
Black or African American	--
Filipino	--
Hispanic or Latino	34
White	--
Socioeconomically Disadvantaged	18
English Learners	15
Students with Disabilities	37
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	127	125	98.4	53	23	15	8
	4	135	133	98.5	53	20	12	14
	5	130	127	97.7	55	21	18	6
Male	3		59	46.5	61	22	7	8
	4		65	48.1	62	20	9	9
	5		67	51.5	60	22	10	7
Female	3		66	52.0	45	24	23	8
	4		68	50.4	44	21	15	19
	5		60	46.2	50	20	27	3

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		1	0.8	--	--	--	--
	4		4	3.0	--	--	--	--
	5		7	5.4	--	--	--	--
Filipino	3		1	0.8	--	--	--	--
	5		2	1.5	--	--	--	--
Hispanic or Latino	3		111	87.4	55	23	14	8
	4		119	88.1	54	21	13	12
	5		107	82.3	56	24	14	6
White	3		10	7.9	--	--	--	--
	4		9	6.7	--	--	--	--
	5		10	7.7	--	--	--	--
Two or More Races	3		2	1.6	--	--	--	--
	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		118	92.9	54	24	15	7
	4		126	93.3	53	21	12	13
	5		121	93.1	55	22	17	6
English Learners	3		77	60.6	60	21	14	5
	4		68	50.4	65	18	12	6
	5		58	44.6	69	22	7	2
Students with Disabilities	3		14	11.0	93	7	0	0
	4		9	6.7	--	--	--	--
	5		14	10.8	93	0	7	0
Students Receiving Migrant Education Services	3		1	0.8	--	--	--	--
	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	127	125	98.4	58	26	13	2
	4	135	133	98.5	50	34	11	5
	5	130	127	97.7	62	29	6	2
Male	3		59	46.5	59	31	8	2
	4		65	48.1	54	31	9	5
	5		66	50.8	65	27	5	3
Female	3		66	52.0	56	23	17	3
	4		68	50.4	46	37	12	4
	5		61	46.9	59	31	8	0
Black or African American	3		1	0.8	--	--	--	--
	4		4	3.0	--	--	--	--
	5		7	5.4	--	--	--	--
Filipino	3		1	0.8	--	--	--	--
	5		2	1.5	--	--	--	--
Hispanic or Latino	3		110	86.6	60	25	13	2
	4		119	88.1	49	35	11	3
	5		108	83.1	66	25	7	1
White	3		10	7.9	--	--	--	--
	4		9	6.7	--	--	--	--
	5		10	7.7	--	--	--	--
Two or More Races	3		2	1.6	--	--	--	--
	4		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		119	93.7	59	26	13	2
	4		126	93.3	50	35	10	3
	5		121	93.1	63	28	7	2
English Learners	3		77	60.6	61	25	12	1
	4		68	50.4	57	34	7	1
	5		59	45.4	83	14	2	0
Students with Disabilities	3		14	11.0	100	0	0	0
	4		9	6.7	--	--	--	--
	5		14	10.8	93	7	0	0
Students Receiving Migrant Education Services	3		1	0.8	--	--	--	--
	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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 Group that all parents are encouraged to attend. Parent science nights are held each year. Parents have the opportunity to participate in Student Led Conferences in some of our upper grades at report card time. These conferences make students accountable for their work as they take charge in leading the conference. The Bubbling Wells Parent Involvement 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. The signed compacts are on file in the Bubbling Well's office.

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 involvement policy. The policy is provided in both English and Spanish.

Activities and actions supporting parent involvement:

* We have a room dedicated to parent support with computers/internet access and online line programs available for learning English.

- 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 deficits and develop strategies to promote grade level mastery.
- Reading intervention classes are provided during the educational day for students at-risk of not meeting grade level standards. Access to this program is through teacher, parent, or administrator recommendation.
- Home visits provided by school and district community outreach workers to work with parents on attendance issues that include scheduling, health-related issues, and other specific causes for poor attendance.
- School Nurse assists parents with identifying and accessing community resources for specific needs.
- Parent input at School Site Council meetings on instructional programs and strategies in order to develop Single School Plan of Achievement. The School Site Council reviews draft of plan, makes recommendations or amendments and approves the final plan.

* English classes as well as on-line programs for learning English are available to parents.

- 1% of Title I budget has been designated for parent involvement for Family Curriculum Theme nights, Title I informational meetings and School Site Council meetings.
- A computer lab is provided for parent training in computer skills, English Language Development, and student information access.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Bubbling Wells Elementary School was designed with student safety in mind and students are well supervised at all times. Bubbling Wells has developed an emergency preparedness plan and conducts monthly fire drills and quarterly earthquake drills. 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 2015.

Date School Safety Plan last reviewed: 1/11/2016

ACTION PLAN FOR COMPONENT #1 – 2015/2016

Component #1. "People and Programs" – Create a "caring and connected" school climate. (Part 2 of the "safe and orderly environment" requirement of SB 187 (Education Code Section 35294).

Goal(s): Bubbling Wells will continue to provide a safe and secure environment where the students and staff can concentrate on academic achievement and realize their social potential.

Objective #1-1: Continue school wide programs to help the school community improve its ability to understand and solve problems

Related activities:

1. Continue on going training and practice for equitable management of student behaviors
2. Continue implementation of Conflict Mediators in 3-5 grades and provide training to staff and supervision aides to support ongoing efforts to increase student resolution.

Resources needed:

1. Equity:
 - a. Ongoing training
 - b. Attendance at staff training
2. Conflict Mediators:
 - a. Training for staff and supervision aides
 - b. Incentives for mediators

Person(s) responsible for implementation:

1. Equity:
 - a. The principal, School Counselor and lead teachers
2. Conflict Mediators:
 - a. The principal, School Counselor and conflict mediator supervising teacher

Timeline for implementation:

1. Equity:
 - a. Provide training in 2016 and in subsequent years
2. Conflict Mediators:
 - a. New student training in Fall of subsequent years
 - b. Implementation is ongoing during the school year

Budget: Component #1

- Budget: No funding needed
- Personnel: Administration, lead teachers, and School Counselor
- Materials: Training materials, vests, clipboards, badges, certificates
- Training: Equity training for staff, Conflict Mediator training for students, staff, and supervision aides
- Administration: Administration of programs will be supervised by the principal
- Evaluation: Evaluation will be ongoing throughout the school year

Evaluation criteria and timeline:

Principal will use attendance sheets, evacuation logs, and behavior data to gauge successes and failures of each program on a quarterly basis.

ACTION PLAN FOR COMPONENT #2 - 2011/2012

Component #2. "Place"— Create a physical environment that communicates respect for learning and for individuals. Part 2 of the "safe and orderly environment" requirement of SB 187, (Education Code Sections 35294).

Goal(s): Bubbling Wells Elementary School will create a physical environment that improves the safety of children before and at dismissal.

Objective #2-1: To reduce the number of discipline problems and increase the safety of students before school and at dismissal.

Related activities:

1. Administration and staff will still need to review and improve transportation pick up and drop off.
2. Provide training and set up procedures for safe ingress and egress from site

Resources needed:

1. School Personnel

Person(s) responsible for implementation:

1. Principal
2. Teachers
3. Assistant Principal
- 4.

Timeline for implementation:

1. Ongoing throughout the school year

Budget: Component #2

- Budget: No funding needed
- Personnel: Administration, Supervision Aides, Teachers
- Materials: Bus log, class check off list, traffic cones
- Training: Debriefing at staff meeting
- Administration: Principal
- Evaluation: Observations, feedback at debriefings, bus logs

Evaluation criteria and timeline:

Principal and staff will use teacher observations and behavior data to gauge success and failures of arrival and dismissal.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.62	0.92	1.50
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	23	30	1	2			2	5	4	2	
1	32	29	25				3	5	4	1		
2	25	23	27	1	1		4	5	5			
3	30	32	21			1	5	2	5		2	
4	30	29	31				4	4	4			
5	32	30	27			1	1	5	4	3		
Other	11		9	1		1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.75
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

Professional development opportunities assist staff members in developing and refining their professional skills. Opportunities exist for both new and experienced teachers to implement new curriculum, update their subject area expertise, and acquire new research-based instructional strategies. At Bubbling Wells, professional development continues to be provided in Professional Learning Communities, Depth and Complexity, classroom management strategies, curriculum alignment to standards, ELD strategies, Teach 4 Success, Thinking Maps, Four Square, and STEM Science strategies. It is significant to note that the staff itself requests, researches, and plans professional development as part of the Single Plan for Student Achievement. Teachers have participated in many professional workshops and staff development classes. Several teachers hold a master's degree in Curriculum and in Educational Administration. The principal and Assistant principal have doctorates in Educational Administration. The Staff has begun professional development on Equity in instruction and student management.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

- English Language Learners: ELD embedded instruction and ELD summer intersession
- School Improvement: A K-5 reading intervention teacher/coach is a part of staff and provides assistance to identified students at-risk of not meeting standards as well as working with teachers on curriculum and instructional strategies. The school also funds bilingual and instructional aides who work with the reading intervention teacher/coach.
- 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 support is provided for all students who meet the criteria for needing special education services.
- 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. All GATE classes are equipped with 1 to 1 laptop program.
- Under Achieving Students: Tier III reading intervention program is in place during and after school. Teachers also implementing specific intervention strategies during the school day.
- Unique Supplemental Services that additional funding sources provide include GATE instructional activities, ELL instructional support, a reading coach, bilingual and instructional aides.
- Homeless students are identified and efforts are made to connect the families with the district community resource workers assigned to the geographical area.
- Technology: 1:1 laptop to student ratio for GATE cluster classes in 3rd and 5th grade; 2:1 computer to student ratios in all 3rd, 4th and 5th grade classrooms; document camera instructional technology in all K-5 classrooms and sound field systems in all Kindergarten and 1st grade classrooms. All technology is supported by an on-site technology liaison.
- Types of services funded includes 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,495	\$2,328	\$6,167	\$73,348
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-11.9	-0.8
Percent Difference: School Site/ State			15.3	0.5

* Cells with ♦ do not require data.