



Bubbling Wells Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Palm Springs Unified School District

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Educational Services**

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**Assistant Superintendent,
Human Resources**

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**Assistant Superintendent,
Business Services**

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, 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 LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	118
Grade 2	109
Grade 3	117
Grade 4	120
Grade 5	100
Total Enrollment	712

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.1
Asian	0.3
Hispanic or Latino	88.8
White	6.2
Two or More Races	1.5
Socioeconomically Disadvantaged	91.3
English Learners	50.6
Students with Disabilities	8.8
Foster Youth	0.6
Homeless	10.5

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	17-18	18-19	19-20
With Full Credential	33	32	34
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

Teacher Misassignments and Vacant Teacher Positions at Bubbling Wells Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 24, 2019

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	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

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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/16/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Work Order(s) on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Work Order(s) on file in M&O Office
Electrical: Electrical	Fair	Work Order(s) on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Work Order(s) on file in M&O Office
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	37	37	40	42	50	50
Math	28	23	26	28	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.8	19.8	29.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	338	98.83	37.28
Male	190	188	98.95	32.98
Female	152	150	98.68	42.67
Black or African American	13	12	92.31	16.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	301	299	99.34	36.45
White	19	18	94.74	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	318	314	98.74	36.31
English Learners	194	192	98.97	39.06
Students with Disabilities	19	19	100.00	5.26
Students Receiving Migrant Education Services	--	--	--	--
Homeless	28	27	96.43	3.57

Note: ELA 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	338	98.83	23.37
Male	190	188	98.95	23.40
Female	152	150	98.68	23.33
Black or African American	13	12	92.31	16.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	301	299	99.34	23.08
White	19	18	94.74	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	318	314	98.74	22.93
English Learners	194	192	98.97	25.52
Students with Disabilities	19	19	100.00	5.26
Students Receiving Migrant Education Services	--	--	--	--
Homeless	28	27	96.43	3.57

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

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 2019-20)

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:

* 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 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 and behavioral deficits that are effecting academics. The goal of these meetings are to develop strategies to promote grade level mastery.
- 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. The community liaison also strives to connect parents with local community organizations that offer support for families in a variety of areas and circumstances.
- The 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 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.
- A Parent Night was held for our most recent 24/7 Extended Day program where school and district personnel were able to explain the program and sign contracts.

*The school has recently taken a more active role in Social Media with a Facebook and Instagram account to share information about what is happening around campus school wide.

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

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 December, 2019.

Date School Safety Plan last reviewed: 12/2/2019

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

Goal #1

Improve the drop off/pick up area to allow for smooth traffic flow and pedestrian safety. Purchase additional cones to help direct the flow of traffic. Install a stop sign at the crosswalk in front of the office and cones to assist with parents following the right turn sign exiting the main/lower parking lot. Establish routines and procedures for staff consistency at dismissal duty. Communicate expectations and routines for pick up to parents at back to school night, in monthly newsletters, etc. Work with local law enforcement to ensure that traffic violations are addressed and minimized.

Goal #2

Posted Teacher's name and grade level on or near each door to assist first responders to ease finding different teachers/classrooms by February 2020.

Goal #3

School-wide implementation of classroom meetings to address the social/emotional needs of students and opportunities to communicate concerns and related solutions. Teachers will use a model of classroom meeting that meets the needs of their students with a focus on building classroom community and solutions for a positive learning environment both inside and outside the classroom. Implementation will begin by February 2020

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.1	2.6	2.6
Expulsions Rate	0.0	0.0	0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	712.0

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.5

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	3	3		23		6		22	1	6	
1	24		5		26		4		22		5	
2	22	1	5		24		5		22	1	4	
3	20	3	2		23	1	5		23		5	
4	25		5		24		4		27		4	
5	28	1	2	2	22	1	5		29		4	
Other**	10	2			9	1						

*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	24	28

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. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus 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 2 (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). Teachers have also participated in two days of Kagan Cooperative Learning strategies over the past two years.

The numbers in the chart above represent 12 days of ELA training in 2017-18 and for the 2018-19 and 2019-20 years there are 6 full days for ELA, 1 day of Kagan Cooperative Learning and the remaining days are full days of professional learning for math. The academic coaches also provide ongoing support that reflects the professional development and assist teachers in meeting student needs in real time through the availability of on-demand coaching sessions for individuals and grade levels.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,920	\$3,530	\$9,930	\$86,485
District	N/A	N/A	\$9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.1	-3.9
School Site/ State	-23.6	0.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- English Language Learners: ELD integrated instruction and designated time for ELD specific instruction.
- School Improvement: The district funds an academic coach as well as our having a site funded math teacher/coach. The coaches provide 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 and support students.
- 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 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.
- 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.
- Unique Supplemental Services that additional funding sources provide include GATE instructional activities, ELL instructional support, two academic coaches, bilingual and instructional aides.
- Both 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.
- Technology: 1:1 device to student ratio for all classes, 3rd to 5th grade; 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 <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).

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.