Two Bunch Palms Elementary

14250 West Drive • Desert Hot Springs, CA 92240 • (760) 251-7220 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

PSUSD
PALM SPRINGS UNIFIED SCHOOL DISTRICT

Palm Springs Unified School District

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Palm Springs, CA 92264
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District Governing Board

John Gerardi, President

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Educational Services**

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**Assistant Superintendent,
Human Resources**

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**Assistant Superintendent,
Business Services**

School Description

Two Bunch Palms Elementary School is located in Desert Hot Springs, a community located within Riverside County, California. Two Bunch Palms Elementary is part of the Palm Springs Unified School District, which is comprised of sixteen elementary schools, five middle schools, one alternative education academy, four comprehensive high schools, and a continuation high school. Two Bunch Palms opened in August of 1998. The enrollment is approximately 800 students spanning transitional kindergarten through grade five.

It is the mission of Two Bunch Palms Elementary School that every member of the community shows respect for self, others, and the learning environment. It is the shared commitment of the staff, parents and students of Two Bunch Palms Elementary to provide an atmosphere of loving acceptance and mutual respect which meets the diverse needs of our school population. We will support each other in maintaining the climate of high expectations necessary for student achievement. Our entire school community strives for all children to realize their maximum academic and social potential by providing activities that promote not only critical thinking and decision-making skills, but also a life-long love of learning. Efforts to increase student achievement include implementing an effective Response to Intervention plan including research based programs. Within this plan student assessment data is frequently analyzed. Planning and pacing support student learning. Additional teacher professional development opportunities are provided. Two Bunch Palms Elementary School evaluates the effectiveness of our School Plan for Student Achievement (SPSA) following the release of annual state and federal assessment scores each year. Our School Site Council (SSC), English Learner Advisory Committee (ELAC) and other leadership groups have the opportunity to review all student achievement data. Revisions to our SPSA, and subsequent School Board approval, will occur if there are substantial budget and/or material changes during the school year.

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	155
Grade 1	111
Grade 2	108
Grade 3	151
Grade 4	142
Grade 5	140
Total Enrollment	807

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.5
Asian	0.1
Filipino	0.2
Hispanic or Latino	86.9
White	5.8
Two or More Races	2
Socioeconomically Disadvantaged	94.2
English Learners	50.9
Students with Disabilities	10.5
Foster Youth	0.1
Homeless	18.7

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 Two Bunch Palms	17-18	18-19	19-20
With Full Credential	38	38	36
Without Full Credential	1	0	0
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 Two Bunch Palms Elementary

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 has access to their own textbooks and instructional materials. An inclusive adoption process was used during each text adoption period. Each EL student has access to ELD instruction through the reading program adoption and is supported with instructional strategies and systems within all subject areas. Teacher, district personnel, and parents are involved in a textbook selection process. This includes analyzing each offering by criteria that supports special needs, ELL students, and interventions for students below grade level. Textbooks in poor repair are replaced per district protocols.

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	McGraw-Hill California Wonders 2017 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Math Learning Center, Bridges, 2018 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Science	Harcourt California Science 07/08 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	Harcourt Reflections 06/07 **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)

Two Bunch Palms has 40 classrooms, an administration building containing staff space, library, and a MPR room with kitchen. The school is 20 years old and currently accommodates the student enrollment with 6 portable classrooms. The school has 20 hours of custodial staff each day that does regular cleaning of common areas and routine vacuuming and deeper cleaning. District crews maintain carpet and hard floor cleaning. The school utilizes 15 hours of supervision aides with staff duty scheduled during breaks and after school.

Two Bunch Palms Elementary provides a safe, clean environment for learning. Regular and preventative maintenance is handled daily, and emergencies are given immediate attention. Two Bunch Palms students are well supervised during recess, lunch periods, and before and after school. For student safety, Two Bunch Palms staff conducts monthly fire drills and disaster drills and has a disaster preparedness plan for emergencies. The School Safety Committee approved our comprehensive school safety plan that meets all of the requirements of SB 187 in December 2019. The Riverside County Office of Education visit for Williams Case compliance for adequate facilities was conducted in September 2019. and had very few notations for repair. These were remedied within a brief period of time by the PSUSD Maintenance and Operations Department.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Order(s) on file in M&O Office
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	Good	Work Order(s) on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Work Order(s) on file in M&O Office
Safety: Fire Safety, Hazardous Materials	Good	Work Order(s) on file in M&O Office
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	31	33	40	42	50	50
Math	26	24	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	28.8	25.9	14.4

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	443	439	99.10	32.57
Male	253	250	98.81	28.00
Female	190	189	99.47	38.62
Black or African American	20	17	85.00	11.76
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	380	379	99.74	32.72
White	30	30	100.00	43.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	418	414	99.04	31.64
English Learners	268	268	100.00	31.72
Students with Disabilities	72	71	98.61	7.04
Foster Youth	--	--	--	--
Homeless	75	74	98.67	1.33

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	443	439	99.10	23.92
Male	253	250	98.81	25.60
Female	190	189	99.47	21.69
Black or African American	20	17	85.00	5.88
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	380	379	99.74	23.75
White	30	30	100.00	36.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	418	414	99.04	23.19
English Learners	268	268	100.00	24.25
Students with Disabilities	72	71	98.61	5.63
Foster Youth	--	--	--	--
Homeless	75	74	98.67	1.33

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)
At Two Bunch Palms Elementary, we provide opportunities for parents with limited English proficiency and parents with disabilities to participate in our school and the development of Two Bunch Palms parent engagement policy. Parent involvement is actively sought and encouraged. Opportunities for parent involvement include the School Site Council, English Learner Advisory Committee, and the Parent-Teacher Group. Family Learning Nights for Reading/Writing, Science, and Math support the home/school partnership. The PTG plans and sponsors annual activities and fundraisers. At least 1% of the Title I budget is spent each year on parent involvement. Translation equipment has been purchased to allow all our parents to participate regardless of primary language, and translation support is budgeted annually. Parents are encouraged to volunteer in classrooms, in the library, or office. Parents are encouraged to participate in advisory committees to ensure their involvement in planning and implementing the school plan. Communication between parents and the school is provided in the language listed on the student's language survey. Two Bunch Palms' school website has full language translation capability to aid in communication with families and the community.

A Two Bunch Palms Compact has been developed and approved by the SSC outlining the responsibilities of the school, parent, and student in the education process. Signed compact copies are kept on file for the current school year.

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

This plan was updated in December 2019 by the site Safety Committee and reviewed with faculty in January 2020.

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence.

Goal #1: Continue to develop and implement a school-wide positive behavioral management system (PBIS) and anti-bullying program that will promote character building and a safe environment that encourages and reinforces positive behavior that will allow students to be productive citizens.

Objective #1-1 TBP will continue to distribute and monitor Jackrabbit points for students demonstrating positive behavior above and beyond classroom expectations.

Objective #1-2: The implementation of a school wide system will allow the TBP community to share common rules and procedures that will encourage positive behaviors and the reinforcement of those behaviors. This will include the rules for using the new playground equipment and games on the playground.

Objective #1-3: Two Bunch Palms will teach lessons on social values and continue weekly anti-bullying lessons via the Second Step program.

Goal #2: Re-evaluate and update the safety and emergency procedures for the playgrounds, solar field and the pick-up area.

Objective #2-1:The Safety Committee will design rules and expectations for games, behavior and safety for the playground equipment and areas.

Objective #2-2: The Safety Committee and Administration will evaluate the area surrounding the solar field and adjust any safety protocols (emergency, ingress and egress of students, etc.) as necessary.

Objective #2-3:The Safety Committee and Administration will evaluate the student drop-off and pick up area and adjust any safety protocols, supervision and procedures as necessary.

At Two Bunch Palms Elementary administrators and/or the administrative designee are available to assist with severe or persistent student behavior problems. Students should first see the teacher as the person in control of the class. This control is established through modeling and by requiring accountability for classroom rules and procedures. All teachers are required to have a written and posted discipline plan. The plan must be sent home with children during the first week of school and must have a tear-off to be signed and returned. The discipline plan must be sent home with all students new to a class. The discipline plan should include four to six classroom rules, a list of fair and enforceable consequences, the last of which is a referral to the principal or assistant principal. The plan should also include a list of rewards for positive reinforcement of outstanding behavior. It is the expectation that all discipline and behavior plans promote a positive climate within each classroom. The administrators will use a progressive discipline matrix with students referred to the office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.8	8.6	4.1
Expulsions Rate	0.0	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*	807.0

* 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	

* 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	23	1	5		21	2	4		26		6	
1	24		6		21	1	5		19	6		
2	23		6		23		6		22	1	4	
3	20	1	6		21	2	4		24		6	
4	27		5		25		5		25	1	5	
5	29		5		24	1	5		20	2	5	
Other**	3	1			8	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	26

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).

The numbers in the chart above represent 12 days of ELA training in 2017-18. For 2018-19 there are 6 full days for ELA. For the 2019-20 school year there are 8 days for ELA and the remaining number of days in 2018-19 and 2019-20 are full days of professional learning for math.

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	$12,489	$3,503	$8,986	$73,213
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	-10.1	-18.2
School Site/ State	-29.3	-13.7

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

Title I academic interventions and professional development/coaching
Academic Coach (TOSA)
Literacy Coach (TOSA)
Community Liaison - Parent Involvement
Community Liaison - Attendance
Para Professional - Behavior
Parent involvement activities:
PRICE Parenting Classes
SES Book Program
PTG, SSC and ELAC
Intervention programs, including technology based
Professional Development/Instructional Consulting
Bilingual Instructional Classroom Aides
Intervention Support Personnel
Instructional Materials and Supplies (including technology)
Folklorico Dance Club

Professional Development
District centralized services expenditures include:
Professional development
Supplemental educational services (SES)
Homeless education programs
Childcare programs - ASES
Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services
Tools for Tomorrow (art, drama, music)
Kids Create Peace (social-emotional and anti-bullying lessons)
Red Hot Ballroom Dancing
Yearbook Club
Digicom Video Storytelling Club.
Ukulele Club

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.