



Two Bunch Palms Elementary

14250 West Dr • Desert Hot Springs, CA 92240 • (760) 251-7220 • Grades K-5

Joseph Scudder, Principal

jscudder@psusd.us

<http://www.twobunchpalmsschool.org>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
www.psusd.us

District Governing Board

Karen Cornett, Member
Shari Stewart, President
Richard Clapp, Member
John Girardi, Clerk
James Williamson, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent

Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

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

School Description

Two Bunch Palms Elementary School is located in Desert Hot Springs, a community located within Riverside County. 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 880 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 Single Plan for Student Achievement (SPSA) following the release of annual state and federal assessment scores each year. Our School Site Council (SSC) 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 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) 251-7220 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	173
Grade 1	134
Grade 2	145
Grade 3	154
Grade 4	148
Grade 5	140
Total Enrollment	894

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.4
Asian	0.1
Filipino	0.2
Hispanic or Latino	84.1
White	8.6
Two or More Races	2
Socioeconomically Disadvantaged	95.1
English Learners	56.7
Students with Disabilities	8.1
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			
Two Bunch Palms Elementary	13-14	14-15	15-16
With Full Credential	31	40	41
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			
Two Bunch Palms 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)

Every student at TBP is provided a textbook in each of the four core areas. These books were adopted by the district from the state approved list. An inclusive adoption process was used during each 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. 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: 09/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Treasures 09/10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson EnVision 08/09 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

School Facility Conditions and Planned Improvements (Most Recent Year)

Two Bunch Palms has 42 classrooms, an administration building containing staff space, library, and a MPR room with kitchen. The school is 18 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 quarterly disaster drills and has a disaster preparedness plan for emergencies. The School Site Council last approved our comprehensive school safety plan that meets all of the requirements of SB 187 in March of 2014. The Riverside County Office of Education visit for Williams Case compliance for adequate facilities was conducted in the Fall of 2014, 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: 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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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		
Overall Rating	Exemplary	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
5	28.60	33.10	3.00

* 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	15	32	44
Math	11	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.

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	36
Male	39
Female	33
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	38
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	24
Students with Disabilities	36
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.

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	19	56	36	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.

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	161	161	100.0	65	25	7	2
	4	151	150	99.3	63	22	12	3
	5	143	138	96.5	51	27	18	4
Male	3		83	51.6	70	24	4	1
	4		72	47.7	65	25	8	1
	5		78	54.5	59	28	9	4

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
Female	3		78	48.4	59	27	10	4
	4		78	51.7	60	19	15	5
	5		60	42.0	40	25	30	5
Black or African American	3		7	4.3	--	--	--	--
	4		9	6.0	--	--	--	--
	5		4	2.8	--	--	--	--
American Indian or Alaska Native	5		2	1.4	--	--	--	--
Asian	5		1	0.7	--	--	--	--
Filipino	4		1	0.7	--	--	--	--
	5		1	0.7	--	--	--	--
Hispanic or Latino	3		140	87.0	66	26	6	1
	4		126	83.4	62	22	13	3
	5		120	83.9	48	29	18	4
White	3		11	6.8	45	18	18	18
	4		10	6.6	--	--	--	--
	5		9	6.3	--	--	--	--
Two or More Races	3		2	1.2	--	--	--	--
	4		4	2.6	--	--	--	--
	5		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		155	96.3	65	25	7	3
	4		141	93.4	65	21	11	3
	5		134	93.7	50	27	19	4
English Learners	3		101	62.7	67	24	6	2
	4		79	52.3	65	24	11	0
	5		77	53.8	58	34	6	1
Students with Disabilities	3		19	11.8	84	16	0	0
	4		19	12.6	89	0	5	5
	5		11	7.7	82	18	0	0
Students Receiving Migrant Education Services	3		1	0.6	--	--	--	--
	5		2	1.4	--	--	--	--
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	161	161	100.0	67	19	13	1
	4	151	151	100.0	59	32	7	1
	5	143	139	97.2	67	22	6	6
Male	3		83	51.6	78	13	7	0
	4		73	48.3	62	30	7	0
	5		79	55.2	73	16	4	6
Female	3		78	48.4	55	24	19	1
	4		78	51.7	56	35	8	1
	5		60	42.0	58	28	8	5
Black or African American	3		7	4.3	--	--	--	--
	4		9	6.0	--	--	--	--
	5		4	2.8	--	--	--	--
American Indian or Alaska Native	5		2	1.4	--	--	--	--
Asian	5		1	0.7	--	--	--	--
Filipino	4		1	0.7	--	--	--	--
	5		1	0.7	--	--	--	--
Hispanic or Latino	3		140	87.0	68	17	14	1
	4		127	84.1	57	33	8	1
	5		121	84.6	66	21	7	6
White	3		11	6.8	55	36	9	0
	4		10	6.6	--	--	--	--
	5		9	6.3	--	--	--	--
Two or More Races	3		2	1.2	--	--	--	--
	4		4	2.6	--	--	--	--
	5		1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3		155	96.3	68	19	13	1
	4		142	94.0	62	30	7	1
	5		135	94.4	66	22	6	6
English Learners	3		101	62.7	67	16	15	1
	4		79	52.3	63	27	9	1
	5		78	54.5	81	17	1	1
Students with Disabilities	3		19	11.8	100	0	0	0
	4		20	13.2	75	20	5	0
	5		11	7.7	100	0	0	0

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
Students Receiving Migrant Education Services	3		1	0.6	--	--	--	--
	5		2	1.4	--	--	--	--
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

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 involvement 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. In September, 2014, Two Bunch Palms Elementary launched a new school website with full language translation capability to aide in communication with families and the community.

All Two Bunch Palms Elementary School parents received a letter in September, 2014, from Dr. Christine Anderson, Superintendent, Palm Springs Unified School District, notifying them of the Program Improvement status of Two Bunch Palms. 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 School Climate State Priority (Priority 6):

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

School Safety Plan

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 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.

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.

According to the California Education Code and Palm Springs Unified School District Policy these are reasons for student suspension or expulsion:

- a. Caused, or attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c. Possessed, used, sold or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or Intoxicant of any kind.
- d. Offered or arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any product containing tobacco or nicotine products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, offered, arranged, or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or willfully defied the authority of school personnel.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p. Committed sexual harassment (grades 4-12).
- q. Caused, attempted to cause, or participated in an act of hate violence (grades 4-12).
- r. Engaged in harassment, threats, or intimidation (grades 4-12).
- s. Terrorist threats against school officials or property, or both.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.74	4.97	4.26
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	1999-2000	2004-2005
Year in Program Improvement	Year 5	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	31	30	25			1	5	5	6			
1	30	28	26				5	5	5			
2	27	30	28				5	5	5			
3	32	29	25				3	5	6	1		
4	28	28	28				5	5	5			
5	30	29	25	1		1		5	5	4		
Other	5	14	11	1	1	1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.50
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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

Learning for all students is the focus at Two Bunch Palms Elementary School. Every member of the learning community (teachers, paraprofessionals, and administration) receive multiple opportunities to develop professional expertise throughout the academic year. These individuals have received professional development in Common Core State Standards, coach's training, Thinking Maps, BTSA / Induction programs, state assessment changes, Write From the Beginning writing program, Icons of Depth and Complexity, Webb's Depth of Knowledge, and Professional Learning Communities. Teachers also receive training at the school site in assessment, data analysis, instructional strategies, and classroom management. An Instructional Coach provides one-on-one coaching, models lessons, and facilitates discussions in current issues and best practices. Consultants also provide staff development to aid teachers in the implementation of research based instructional strategies. A "trainer of trainers" model is used to have experts in certain programs on staff and able to assist with implementation. University classes are offered locally to further teachers' professional growth towards their Masters and other degrees. School Site Council (SSC) members receive training during the first two SSC meetings of the year regarding their responsibilities. Volunteers receive training as needed, provided by the classroom teacher corresponding with the assistance provided.

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

Title I

Reading Specialist/Coach

Community Liaison

Parent involvement activities

Intervention programs, including technology based

Professional Development/Instructional Consulting

Bilingual Instructional Classroom Aides

Intervention Support Personnel

School Community Liaison - Attendance

Instructional Materials and Supplies (including technology)

Professional Development

Intervention Programs

District centralized services expenditures include:

Professional development

Supplemental educational services

Homeless education programs

Childcare programs

Title I program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services

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	\$8,722	\$2,775	\$5,947	\$65,246
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-15.0	-11.8
Percent Difference: School Site/ State			11.2	-10.6

* Cells with ♦ do not require data.