Palms Elementary
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 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 principal or the district office.

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 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Palms Elementary
Street	255 E. Jarvis St.
City, State, Zip	Perris, CA 92571
Phone Number	(951) 940-5112
Principal	Kathleen Rittikaidachar
E-mail Address	krittikaidachar@perrisesd.org
Web Site	www.perrisesd.org/Domain/11
CDS Code	336771996111843

District Contact Information	
District Name	Perris Elementary School
Phone Number	(951) 657-3118
Superintendent	Jean Marie Frey
E-mail Address	ksolorzano@perrisesd.org
Web Site	www.perrisesd.org

School Description and Mission Statement (School Year 2018-19)

At Palms Elementary we believe all students can learn. Therefore, we continue to have high expectations for student learning. Our instructional program is based on the Common Core State Standards, which outline what students need to know and learn at each specific grade level. We emphasize high-quality instruction and employ a wide variety of instructional tools, strategies, and formative assessments to monitor instruction, improve teaching and ultimately achieve high levels of learning for all students.

Teachers, the assistant principal, and principal continue to enhance their skills and knowledge through professional development in the core content areas of English Language Arts, Mathematics and English Language Development. Additionally, Social Emotional Learning is also a focus, as we believe it is important that our students develop the skills necessary to manage emotions, establish and maintain positive relationships, set goals, monitor their progress towards achieving their goals, and ultimately experience increased academic success. To ensure we are meeting the diverse needs of all students, Palms has embraced the Professional Learning Communities (PLC) model where we encourage and promote collaboration among teachers, coaches, resource personnel, and classified staff, as a means to establish and maintain a high performing team that is committed to ensuring high levels of learning for all students.

Parents and community have an informed partnership with the schools. We welcome your participation in our school and encourage our stakeholders to join and participate in the many parent involvement opportunities offered throughout the year. If interested in a more long-term commitment, the Family Teachers Association (FTA), Family Involvement Action Team (FIAT), School Site Council (SSC), or our English Language Advisory Committee (ELAC) might be of interest. For our dads, we offer the WATCH D.O.G.S program; for our moms, we have started a new program called MOMS (Moms of Marvelous Students), and for those looking to simply relax and enjoy time with their family and friends, we offer a host of fun activities throughout the year such as family reading, math, and art nights, as well as a variety of dances, movie nights, evening performances, etc..

We continue to use our resources to carry out the School Plan for Student Achievement. The purpose of this plan is to improve student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

Kathleen Rittikaidachar,
PRINCIPAL

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	154
Grade 1	105
Grade 2	129
Grade 3	102
Grade 4	124
Grade 5	132
Grade 6	130
Total Enrollment	876

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.3
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	0.5
White	3.0
Socioeconomically Disadvantaged	84.8
English Learners	44.5
Students with Disabilities	8.9
Foster Youth	1.1

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	38	42	37	266
Without Full Credential	0	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	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 2018-19)

Year and month in which data were collected: September 13, 2018

The Williams Act legislation requires that there be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes; their dates of publication; the names of the firms that published them; and textbook sufficiency information.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill California Wonders (Adopted in 2016) McGraw Hill World of Wonders Pre-K (Adopted in 2016)	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015)	Yes	0
Science	Harcourt California Science (Adopted in 2007)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school was built in 1994. In addition to our 38 regular classrooms, we have four classrooms maintained by Riverside County for special needs students, further broadening our opportunities to serve a diverse student population. We also have one special education classroom, a 600-seat multipurpose room with a stage that also serves as an outdoor amphitheater, a kitchen, a 2,200-square-foot media center, an upstairs performance arena, and eight designated student services office centers.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Our district routinely sends experts from our facilities team to assess the condition of our facilities. The team uses a survey, called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on the survey information, we are required to correct any deficiencies. Please note that the information seen in this report reflects the condition of our buildings at the time of the inspection, and since that time, the conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 11, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Corridor: Loose laminate molding from counter tops.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 11, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	Rm 102: One stained ceiling tile. Rm 303: Two ceiling tiles have broken edges (holes) Common Corridor: Torn wall vinyl.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	P Boys RR: One piece of ceiling tile missing.
Electrical: Electrical	Good	Library: One light cover has a hole.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Playground: One drinking fountain off. MPR: Drinking fountain, one drains slowly and one has low pressure.
Safety: Fire Safety, Hazardous Materials	Good	Boys RR: Peeling paint from one hand dryer and ceiling.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm 310: Classroom lack doesn't latch.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 11, 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	32.0	35.0	34.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	19.0	21.0	23.0	23.0	37.0	38.0

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	487	483	99.18	34.58
Male	258	256	99.22	28.91
Female	229	227	99.13	40.97
Black or African American	47	47	100.00	12.77
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	423	419	99.05	36.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	387	384	99.22	33.33
English Learners	270	268	99.26	36.19
Students with Disabilities	58	58	100.00	5.17
Foster Youth	11	11	100.00	9.09

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	486	484	99.59	21.49
Male	257	255	99.22	22.35
Female	229	229	100	20.52
Black or African American	46	46	100	6.52
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	423	421	99.53	22.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	386	385	99.74	20.78
English Learners	270	270	100	24.44
Students with Disabilities	58	58	100	6.9
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.4	17.9	7.5

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.

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 2018-19)

At Palms, we believe there is a direct correlation between student achievement and parent involvement; therefore, it is our desire to build a strong school and community partnership. Palms Elementary School encourages parental and community involvement and provides a wide variety of participation activities. As members of our Family Teachers Association (FTA), Family Involvement Action Team (FIAT), or our WATCH D.O.G.S or MOMs programs, parents can enrich the quality of our school climate. Our School Site Council, (made up of school staff and parents) works collaboratively to determine the best way to utilize categorical funds to provide additional materials, programs, and staff development opportunities to support and enrich our base program. Our English Language Advisory Committee (ELAC) consists of parents of English Learners, who work cooperatively with the staff to ensure that we are sensitive and understand the needs of English Learners.

In addition to serving on one of our many committees, our parents also have the opportunity to participate in a variety of parent training opportunities and workshops. Additionally, parents are always welcome to volunteer in classrooms, and/or assist with the planning and implementation of many of the extracurricular events and activities offered throughout the 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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.8	2.8	3.2	2.9	2.6	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Palms Elementary School is a model facility, reflecting that our highest priority is the safety and welfare of our students and staff.   All site staff, administrators, teachers, and supervision aides monitor the campus to ensure a safe learning environment for our students. The campus is a closed campus, with access only through the front office reception area; all guests, visitor, and vendors are required to check-in in the front office, where they are logged in through the Raptor System before gaining access to the campus.

Our school utilizes the Hour Zero online program to build and maintain an Emergency and Disaster Preparedness Plan that aligns with the NIMS Emergency System. The plan specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability, following a disaster. These comprehensive plans are updated and reviewed annually. In addition, we have state-of-the-art intrusion and fire alarm systems and we routinely conduct a variety of safety drills which include monthly fire drills, earthquake drills, evacuation drills, and lockdown procedures, to ensure that our students and staff are well prepared to respond in the event of an emergency. In the event of a true emergency, the Blackboard Connect-Ed system would be utilized to notify parents.

Video surveillance cameras across our campus serve as a deterrent to trespassers, vandalism, and other illegal activities making our school safer and more secure. The surveillance monitoring equipment also helps administrators and local law enforcement with the investigation of any crimes that occur on campus after school hours.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		6		18	7			22	2	5	
1	23		6		27		5		21	1	4	
2	24		6		20	4	1		26		4	
3	23		6		24		5		25		4	
4	27		5		26		5		24		5	
5	29		4		31		4		31		4	
6	25	1	5		29	1	1	2	28	1	4	
Other									26		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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	870
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	1	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,816	$1,579	$7,238	$90,502
District	N/A	N/A	$8,904	$84,626
Percent Difference: School Site and District	N/A	N/A	-20.6	6.7
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	1.6	11.2

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 (Fiscal Year 2017-18)

Palms utilizes a variety of resources, programs, and extended learning opportunities to meet the needs of our at-risk students. Resources that are considered include personnel, materials, professional development and additional planning time for staff. A Content Coach provides assistance to teachers through collaboration and demonstration lessons. Our Projects Clerk helps with all categorical programs. We also have one Bilingual Instructional Aide who provides assistance to English Learners. We also have both a School Counselor and a Social Worker Intern who work with students in small groups and on an individual basis to teach social skills or provide support for other areas of need.

After school tutoring is available to at-risk students with a focus on reading and math instruct through our Coyote Den after-school tutoring program. In addition, our students also have the opportunity to participate in our Think Together after-school program, as well as the TIP (Targeted Intervention Program) and the Alternative Support Services tutoring program offered by the district.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,261	$50,084
Mid-Range Teacher Salary	$84,831	$80,256
Highest Teacher Salary	$109,559	$100,154
Average Principal Salary (Elementary)	$118,647	$125,899
Average Principal Salary (Middle)	$0	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$244,845	$222,447
Percent of Budget for Teacher Salaries	41.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Student data is reviewed regularly to monitor student achievement, set goals, and identify focus areas for professional development opportunities for teachers and support staff. Once the areas of need have been identified, our teachers and staff have the opportunity to participate in a variety of workshops, conferences, and other professional development opportunities through both district training, and site-based training that is offered during weekly staff meetings, after school, weekends, and during breaks. In addition to district and site-based training, our teachers also have the opportunity to receive grade level support, and/or individual support from our academic coach. Our staff also has the opportunity to participate in a variety of workshops and conferences offered through the Riverside County Office of Education and many other professional organizations.