

# Perris Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Perris Elementary School
<b>Street</b>	500 South A Street
<b>City, State, Zip</b>	Perris, CA, 92570
<b>Phone Number</b>	(951) 657-2124
<b>Principal</b>	Teresa Flynn-Everett
<b>Email Address</b>	tflynn@perrisesd.org
<b>School Website</b>	<a href="https://www.perrisesd.org/Domain/13">https://www.perrisesd.org/Domain/13</a>
<b>County-District-School (CDS) Code</b>	33-67199-6032510

## 2021-22 District Contact Information

<b>District Name</b>	Perris Elementary School District
<b>Phone Number</b>	(951) 657-3118
<b>Superintendent</b>	Jean Marie Frey
<b>Email Address</b>	ksolorzano@perrisesd.org
<b>District Website Address</b>	www.perrisesd.org

## 2021-22 School Overview

Perris Elementary school is a place where students learn, excel, achieve, and are determined. As a leadership academy, the learning experiences are student-centered and led. Students attending the leadership academy will learn to apply high learning levels tied to rigorous Common Core Academic Standards and leadership skills through the Leader in Me curriculum. Town-hall meetings, assemblies, community outreach events, and artistic performances are the many opportunities students express their creativity while honing innovative and critical thinking abilities. Every day and everywhere, Perris Elementary is committed to delivering high learning and leadership levels for all students. Our mission at Perris Elementary School Leadership Academy is to develop leaders in the 21st Century that empower others, achieve goals, develop a voice, engage in collaboration, respect others' talents, and support a safe learning environment.

The Perris Elementary professional learning community transforms education with high learning and leadership levels through an integrated learning approach. During the COVID-19 pandemic, the Perris Elementary team worked with Riverside County of Education to pilot the virtual Visual and Performing Arts (VAPA) offering in partnership with McCallum Theatre. Phase I of the VAPA pilot included TK, Kindergarten, Fifth Grade, and all PESD Virtual Academy students. The VAPA pilot's objective is to increase student engagement and positively impact overall wellness, especially during COVID-19, while providing academic instructional rigors related to the arts using thematic standard-based lesson structures. The current unit students are experiencing dance—the students engage so beautifully in movement, creative problem-solving, and critical thinking processes.

Perris Elementary is proud of our dedicated staff, parents, and students who help us obtain learning goals. We believe that by working together as a community, all students will succeed. Perris Elementary School is where all students have the opportunity and encouragement to reach their full potential. The goal for all students is to master those skills necessary to be successful and productive citizens. Through the implementation of AVID (Advancement via Individual Determination), PBIS (Positive Behavioral Interventions and Supports), and technology integration, Perris Elementary School provides students with a well-planned instructional program that emphasizes literacy, science, math, leadership, physical education, and the arts. We measure our successes with each child.

Perris Elementary School is a K-6 school with approximately 708 students. Perris Elementary School is a School-wide Title I school. The student population draws from diverse cultural and socio-economic backgrounds in a suburban/rural environment. Perris Elementary is approximately 89% Hispanic, 8% African American, 2% White, and .1% Other. 54% of our students are

## 2021-22 School Overview

English Learners whose primary language is not English. 100% of our students participate in the free or reduced-price breakfast and lunch program.

Perris Elementary School is composed of a principal, assistant principal, 36 regular classroom teachers, an Art teacher, a Physical Education teacher, an Educational Specialist, five Special Education Teachers, a School Counselor, an Academic coach, a Speech Therapist, and a School Psychologist. All Perris Elementary School teachers are highly qualified and credentialed. Classroom teachers use district adopted curriculum, including the Wonders Language Arts program and the Singapore Mathematics program. Our campus offers Special Education instruction across multiple grade-levels and is fully committed to ensuring every child meets their full potential. Instructional aides, supplemental curriculum, and differentiated instructional practices enable our instructional team to develop students' unique educational experiences.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	92
Grade 2	76
Grade 3	102
Grade 4	108
Grade 5	107
Grade 6	99
<b>Total Enrollment</b>	<b>670</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	6
Filipino	0.1
Hispanic or Latino	90.6
Two or More Races	0.4
White	1.5
English Learners	46.7
Homeless	3.6
Socioeconomically Disadvantaged	85.2
Students with Disabilities	14.5

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Williams Act legislation requires that there should 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.

Year and month in which the data were collected

September 9, 2021

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

## School Facility Conditions and Planned Improvements

Constructed in 1948, Perris Elementary is the oldest school site in the district, with seven remaining permanent classrooms from 1953. The Perris Elementary School District modernized the school facilities in 1995. There are 19 portable classrooms and 22 permanent classrooms, a library/media center, and a multipurpose building. Our facilities department update infrastructure, green and hard spaces, and other spaces/areas as needed. Carpeting and interior updates occur in the classroom or space on an ongoing basis. A freshly painted exterior occurred during the summer of 2013. The exterior fences and paved areas were all updated in 2008. A new slurry coat to the paved area and new stripping were conducted during the beginning of the 2017-2018 school year.

More facts about our school buildings' condition are available in an online supplement to this report called for by the Williams legislation of 2004. In assessing more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. This assessment's vital purpose is to determine if our buildings and grounds are safe and in good repair. If anything needs repairing, this assessment identifies it. It targets a date by which we commit to making those repairs. The guidelines were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. The Perris community can find the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. The most recent school inspection took place on November 20, 2019. No emergency repairs were needed, and no unsafe conditions were found. All restrooms were fully functional and available for student use at the time of the inspection. The COVID-19 pandemic enacted scheduling changes and a full-time virtual learning curriculum.

To determine the condition of the facilities, district representatives inspected them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, critical elements are addressed in the information summary. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**Year and month of the most recent FIT report**

09/14/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Classroom 18: Stained ceiling tile, paint flaking off window sills Classroom 15: Damaged cabinetry Classroom 7: Small stain on ceiling tile, paint flaking off window sills
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Classroom 21: Wall plate broken Classroom 15: Broken wallplate
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Girls RR: Loose toilet seat Boys RR: Loose toilet seat
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Large gaps around perimeter of rubber surface

## Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	419	NT	NT	NT	NT
<b>Female</b>	209	NT	NT	NT	NT
<b>Male</b>	210	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	25	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	385	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	212	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	24	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	338	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	74	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	419	NT	NT	NT	NT
Female	209	NT	NT	NT	NT
Male	210	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	25	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	385	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	212	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	338	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups	Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment	Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested	Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level
All Students	418	367	88%	12%	21%

<b>Female</b>	186	186	100%	0%	24%
<b>Male</b>	184	181	98%	2%	18%
<b>American Indian or Alaska Native</b>	0	0	0%	0%	0%
<b>Asian</b>	1	1	100%	0%	0%
<b>Black or African American</b>	22	20	99%	1%	30%
<b>Filipino</b>	0	0	0%	0%	0%
<b>Hispanic or Latino</b>	340	340	100%	0%	21%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0%	0%	0%
<b>Two or More Races</b>	1	1	100%	0%	0%
<b>White</b>	5	5	100%	0%	40%
<b>English Learners</b>	190	190	100%	0%	12%
<b>Foster Youth</b>	1	1	100%	0%	0%
<b>Homeless</b>	13	12	99%	1%	25%
<b>Military</b>	0	0	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	314	315	99%	1%	19%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	67	67	100%	0%	7%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Student Groups</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Total Enrollment</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Number Tested</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Tested</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent Not Tested</b>	<b>Smarter Balanced: Interim Comprehensive Assessment (ICA) Percent At or Above Grade Level</b>
<b>All Students</b>	418	368	88%	12%	13%
<b>Female</b>	186	184	99%	1%	10%
<b>Male</b>	184	184	100%	0%	16%
<b>American Indian or Alaska Native</b>	0	0	0%	0%	0%
<b>Asian</b>	1	1	100%	0%	100%
<b>Black or African American</b>	22	22	100%	0%	5%
<b>Filipino</b>	0	0	0%	0%	0%
<b>Hispanic or Latino</b>	340	339	99%	1%	14%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0%	0%	0%

<b>Two or More Races</b>	1	1	100%	0%	0%
<b>White</b>	5	5	100%	0%	0%
<b>English Learners</b>	190	184	97%	3%	10%
<b>Foster Youth</b>	1	1	100%	0%	100%
<b>Homeless</b>	13	13	100%	0%	8%
<b>Military</b>	0	0	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	315	315	100%	0%	11%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	67	66	99%	1%	8%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	NT	NT	NT	NT
Female	65	NT	NT		
Male	48	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	100	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

### B. Pupil Outcomes

#### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parental involvement at Perris Elementary School is highly encouraged and allows for parent participation children's learning. We support a robust and positive partnership with parents and the community. Parents and families can volunteer individually or as part of a group. If a parent or community member wants to volunteer at school, the first step is to complete a volunteer application form.

Perris Elementary School has many opportunities for parents to be active participants in school activities. Parent teams support many of our student programs, making the learning experience both productive and culturally relevant. Parents stay informed of volunteer opportunities with upcoming events and school activities through our Peachjar information system, parent portal, school newsletters, school marquee, and Blackboard messenger (automated telephone message delivery system). Individuals and families are encouraged to participate in a decision-making group, our Family Involvement Action Team (FIAT), Parents as Partners, and Family Night Programs. All of these programs allow for interactive volunteering and informative decision making. Parent groups meet regularly and work on school initiatives to increase student achievement in Reading and Math. Daytime activities for parents include Wake-up and L.E.A.D events that focus on academics and student leadership. An array of after school opportunities for family nights (i.e., Math Night, Holiday Performance, Science Fair) occurs throughout the school year. Activities for this group range from fundraising to assisting in the classroom and at times in the front office. Parents can join our School Site Council, which works with the Principal to help make real-time educational decisions on various school goals. Parents of English Learners are vital to our English Learners Advisory Committee (E.L.A.C.) and our outreach efforts on behalf of new families. Other parent volunteers help with special projects in the classroom and chaperone field trips.

We invite all parents to attend Back to School Night in the Fall, Open House in the Spring, and Parent-Teacher Conferences in November. We always need new volunteers! Contact our front office staff at (951) 657-2124 or visit the school website to obtain a Volunteer Application.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	713	700	164	23.4
Female	343	337	76	22.6
Male	370	363	88	24.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	48	48	19	39.6
Filipino	1	1	0	0.0
Hispanic or Latino	637	624	134	21.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	13	13	5	38.5
English Learners	344	342	54	15.8
Foster Youth	3	3	0	0.0
Homeless	27	27	8	29.6
Socioeconomically Disadvantaged	615	605	151	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	105	33	31.4

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.81	0.00	2.07	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.13	0.96	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		



## 2021-22 School Safety Plan

Perris Elementary School staff works with District Office staff to develop a site safety plan and an emergency preparedness plan, laying out procedures for responding to a wide variety of situations. Students and staff practice emergency procedures monthly and review emergency plans. Our school site has representatives who participate in the District Disaster Preparedness Committee. The individuals involved include teachers, administrators, and other school staff. The safety team ensures that all safety procedures are in place and updated. The school safety team attends district level meetings and brings valuable information back to the entire staff. Our Custodial staff and the District Maintenance staff inspect our school site for safety concerns frequently and schedule "safety checks" weekly. Staff members and supervision aides monitor children whenever they are outside the classroom. As students transition from outside recess to their classrooms, our supervision aides provide learning opportunities, reinforcing leadership habits. The Comprehensive Safe School Plan includes safety practices, according to Ed Code. A copy of the plan is available for inspection by the public at the front office. School administration and teaching staff prioritize providing adequate adult supervision on campus before, during, and after school.

Together, the teachers and administration collaborate to strengthen practices for teaching and learning. The school's staff has established a culture of Positive Behavior Interventions and Supports (P.B.I.S.) that encompasses universal expectations. The students learn skills to help them be safe, respectful, responsible, and leaders in all school campus life areas. Our school is a leadership academy where students focus on the core pillars of a successful student defined as L.E.A.D., which stands for learning, excelling, achieving, and determination in all academic aspirations.

We have an enclosed campus that is fully fenced. Visitors must enter and depart the school through the main door. All visitors must sign in at the office, presenting a valid government identification. Each visitor is ran through the Raptor® system and is provided a visitor/volunteer badge to wear throughout their stay that describes their visit's purpose. All visitors at Perris Elementary School must sign in at the front office and wear a visitor's name tag. The front office staff and supervision aides enforce this system daily to ensure that all visitors have checked-in with the front office staff.

Our school has a school Safety and Disaster Preparedness Plan with specific procedures for handling emergencies. We hold monthly practice drills for fire and lock-down procedures. The school's safety committee, consisting of staff and parents, review and update the safety plan annually. In October, we hold a Disaster Drill to prepare students and make them aware of all procedures involving an earthquake-type emergency or disaster. Students and staff practice different emergency procedures and drills, including evacuation practices. Each day, the staff monitors the playground and campus before, during, and after school. We have strict policies that prohibit fighting and bullying. All playground equipment and school facilities undergo inspections.

We revise our School Safety Plan annually, and it reflects current procedures and practices. The plan includes emergency procedures, exit routes, students' safe supervision, and student family reunification routines. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake, or lock-down drills monthly and hold staff training on emergency preparedness at the beginning, middle, and end of the school year.

### D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	2	
1	25		4	
2	21		5	
3	17	2	5	
4	25		4	
5	33			3
6	22	1	4	
Other	11	1		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	20	3	1	
2	23		4	
3	25		4	
4	27		4	
5	24	1	3	
6	26	1	3	
Other	13	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	18	2	3	
2	19	1	3	
3	17	2	4	
4	22	2	1	
5	18	2	4	
6	20	2	3	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	670

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8733	1562	7171	94693
District	N/A	N/A	8800	\$89,404
Percent Difference - School Site and District	N/A	N/A	-20.4	5.7
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-16.3	13.8

## 2020-21 Types of Services Funded

Perris Elementary School students receive support from a variety of programs and services that are available during the instructional day as well as supplemental educational services. The school's goal is to provide an overall instructional program that aligns with the needs of our student population. Below is a description of the services for the 2021-2022 school year:

- Bilingual Aide Support Program:** Bilingual Instructional Aides support students in their primary language. The bilingual instructional aides work with English Language Learners as identified through our school's achievement plan(s). Our bilingual instructional aides have received training on phonics, Close Reading, High Leverage, and the Universal Design Instructional Strategies. Also, our teachers and bilingual instructional aides implement Rosetta Stone, a second language acquisition program. The classroom teachers identify the lowest language domain of students and plan lessons for the aides to deliver with instructional support to EL students in order to support the lessons that teachers have taught during whole group instruction.
- Academic Coaching Services:** The Academic Coach is a certificated teacher who plans lessons and provides training to support classroom teachers. The Academic Coach works with teachers to plan lessons while assisting with demonstration and co-teaching lessons. Additionally, the Academic Coach debriefs with teachers to discuss strategies that will maximize lesson delivery effectiveness. The Academic Coach provides Professional Development to teachers. The coaching services provided to teachers make a positive impact on all instructional programming.
- Targeted Intervention Instructional Program:** Our students receive Targeted Intervention instruction throughout the week. During this time, the students receive leveled instruction specific to ELA or Math standards. Student groups are flexible, and re-alignment of the groups and programs happens after analysis of planned assessments, which usually take place about every six weeks. During this time, teachers work with smaller groups of students on targeted skills as determined by student needs.
- Leader In Me Program:** Our school is a "Leader In Me" school. Our school is committed to embedding leadership instruction across content areas. Students learn the seven habits of highly effective people and actively participate in leading a culture of excellence. The social-emotional learning embodied in the Leader In Me program focuses on the development of character and academic growth. Monthly, our school hosts grade-level town hall student-led meetings. Annually, our school hosts a "Leadership Day," showcasing the development of our students' leadership skills. Students participate in classroom and school leadership roles. Our school is committed to growing leaders today and tomorrow!
- Social Worker Intern Program:** Our school receives services from one or more social worker intern(s) who work with students on social skills in small and whole-group settings. The Intern (s) may meet with students on an individual basis, with parent consent, to develop skills, work through grief, or other life situations impacting schooling. The Intern is on the school site as much as four times a week to meet with students and help them be successful in school.
- Counseling Program:** For the 2021 - 2022 school year, our school has at full time Elementary School Counselor. Her role at the school varies with the primary purpose of providing students with counseling services for a range of

## 2020-21 Types of Services Funded

issues. Throughout the year, the counselor visits all classroom and delivers instruction from the Second Step curriculum. Through this activity, our students gain instruction and practice skills that assist them in developing positive social skills such as empathy, making friends, and working together. The counselor is also available for small group and individual instruction as identified and referred by a teacher, administration, or a family. Also, the counselor conducts home visits and is our community liaison for family services.

- **AVID Elementary Program:** Our school has embraced AVID Elementary to help prepare students for success in middle school, high school, and beyond. At the elementary level, students learn note-taking skills, WICOR instructional strategies, and other success building skills for their future learning career. The primary purpose of this program during the elementary years is to teach students successful organizational habits that will make learning easier. Throughout the year, we offer AVID informational meetings for families to become aware and support their children with the skills students learn at school.
- **Think Together Afterschool Program:** The Think Together program is an extended learning program provided after school. The Think Together program works with students from first grade through sixth grade. Students attend the program from school's dismissal time through 6:00 pm each day that school is in session.
- **TIP After School Program:** TIP tutoring services provided to students needing academic intervention. Parents will complete the application process for TIP tutoring. The program offers extra support to students needing intensive intervention to meet ELA or Math standards. Students are enrolled based on academic need and parent application requirements.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,189	\$51,450
<b>Mid-Range Teacher Salary</b>	\$88,290	\$80,263
<b>Highest Teacher Salary</b>	\$114,027	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$132,393	\$128,082
<b>Average Principal Salary (Middle)</b>	\$0	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$235,036	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	41%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Quality professional development is essential to the first best instruction for our students. The school's learning priorities and focus areas for professional development topics are data-driven decisions. Additionally, specific professional development topics support the instruction of leadership skills for our students. Topics for professional development may include high leverage instructional strategies, reading, writing, AVID Elementary, the use of technology in the learning process, and classroom/school culture-building through the Leader in Me program.

Professional development is ongoing and consistent throughout the year. School staff meets for professional development weekly in addition to after school workshops, conference release time, and individual mentoring. New teachers receive biweekly professional development from the Academic Content Coach to support their instructional growth. Our school-wide team participates in professional development, particular to their assigned duties and responsibilities. For example, the school offers Supervision Aide professional development to build and enhance student supervision skills by implementing programs such as the Leader in Me and Positive Behavior Intervention.

Additionally, all teaching staff has the opportunity for guidance, collaboration, and lesson planning time using the California Common Core State Standards and Perris Elementary District's Units of Study. Teachers are guided towards a practical approach to plan and deliver lessons. All in all, teachers gain a better understanding of the framework used to build the Unit of Study and participate in collaboration time to plan to enhance and enrich weekly lessons, providing a content-rich and rigorous education for all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15-20	15-20	15-20

# Perris Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Perris Elementary School District
<b>Phone Number</b>	(951) 657-3118
<b>Superintendent</b>	Jean Marie Frey
<b>Email Address</b>	ksolorzano@perrisesd.org
<b>District Website Address</b>	www.perrisesd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2586	NT	NT	NT	NT
<b>Female</b>	1249	NT	NT	NT	NT
<b>Male</b>	1337	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	17	NT	NT	NT	NT
<b>Black or African American</b>	189	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	2272	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	19	NT	NT	NT	NT
<b>White</b>	73	NT	NT	NT	NT
<b>English Learners</b>	1141	NT	NT	NT	NT
<b>Foster Youth</b>	18	NT	NT	NT	NT
<b>Homeless</b>	160	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1980	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	334	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2586	NT	NT	NT	NT
Female	1249	NT	NT	NT	NT
Male	1337	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	189	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	73	NT	NT		NT
English Learners	1141	NT	NT	NT	NT
Foster Youth	18	NT	NT	NT	NT
Homeless	160	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1980	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	334	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.