

Perris Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Perris Elementary School
Street	500 South A Street
City, State, Zip	Perris, CA, 92570
Phone Number	(951) 657-2124
Principal	Kelley Pebley
Email Address	kpebley@perrisesd.org
School Website	https://www.perrisesd.org/Domain/13
County-District-School (CDS) Code	33-67199-6032510

2022-23 District Contact Information

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

2022-23 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.

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 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

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	96
Grade 2	133
Grade 3	92
Grade 4	124
Grade 5	111
Grade 6	127
Total Enrollment	775

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	6.1
Filipino	0.1
Hispanic or Latino	88.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	2.7
English Learners	45.7
Foster Youth	0.0
Homeless	2.5
Migrant	0.0
Socioeconomically Disadvantaged	86.3
Students with Disabilities	15.1



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.50	97.01	252.60	95.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.38	12115.80	4.41
Unknown	1.00	2.99	7.70	2.92	18854.30	6.86
Total Teaching Positions	33.50	100.00	263.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.50	92.21	252.70	94.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.30	2.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.60	2.10	0.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.12	11953.10	4.28
Unknown	1.50	3.90	7.50	2.80	15831.90	5.67
Total Teaching Positions	38.50	100.00	267.40	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	0.00

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

2022-23 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 8, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill California Wonders (Adopted in 2016) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015) Kinder-6th McGraw Hill World of Wonders Pre-K (Adopted in 2016) Transitional Kinder	Yes	0
Science	Twig Education: Twig Science (Adopted in 2022)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

School Facility Conditions and Planned Improvements

Perris Elementary school was constructed in 1948. It is the oldest school site in the district, with seven remaining permanent classrooms from 1953. 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 important 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 make 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.

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

08/30/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			6 Class (950 sq/ft): Stained ceiling tile. 16 Class (835 sqm): Damaged counter. Counter damaged.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
Electrical	X			47 Class (900 sq/ft): Observation: Light fixture out, low impact
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls Restroom (205 sqm): Loose toilet seat.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Large gaps around perimeter of rubber surface. Playground set to be replaced next year.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	20	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	16	N/A	33

2021-22 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.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	460	448	97.39	2.61	20.31
Female	226	220	97.35	2.65	23.18
Male	234	228	97.44	2.56	17.54
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	18.18
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	406	397	97.78	2.22	20.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	219	211	96.35	3.65	14.69
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	407	401	98.53	1.47	18.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	78	98.73	1.27	3.85

2021-22 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.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	461	452	98.05	1.95	12.17
Female	227	222	97.80	2.20	13.06
Male	234	230	98.29	1.71	11.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	3.03
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	407	400	98.28	1.72	12.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	220	216	98.18	1.82	7.87
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	408	403	98.77	1.23	11.41
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	78	98.73	1.27	2.56

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.6	NT	17.5	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	109	99.09	0.91	15.6
Female	53	52	98.11	1.89	11.54
Male	57	57	100	0	19.3
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	104	103	99.04	0.96	16.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	49	49	100	0	10.2
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	99	100	0	15.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100	0	8.33

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	77%	76%	78%	76%	77%

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.

2022-23 Opportunities for Parental Involvement

Parent involvement at Perris Elementary School is highly encouraged and allows for parent participation in children's learning. We support a 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 relevant. Parents stay informed of volunteer opportunities with upcoming events and school activities through our Peachjar information system, school newsletters, and Blackboard messenger (automated telephone message delivery system). 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, Parent-Teacher Conferences in November and Open House in the Spring, and We always need new volunteers! Contact our front office staff at (951) 657-2124 or visit the school website to obtain a Volunteer Application.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1016	697	345	49.5
Female	481	329	160	48.6
Male	535	368	185	50.3
American Indian or Alaska Native	1	1	0	0.0
Asian	8	2	0	0.0
Black or African American	70	48	27	56.3
Filipino	1	1	1	100.0
Hispanic or Latino	878	617	305	49.4
Native Hawaiian or Pacific Islander	4	0	0	0.0
Two or More Races	6	1	1	100.0
White	27	12	5	41.7
English Learners	456	348	146	42.0
Foster Youth	14	13	7	53.8
Homeless	46	30	17	56.7
Socioeconomically Disadvantaged	926	658	333	50.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	148	112	58	51.8

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.97	0.02	2.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0.00
Female	1.46	0.00
Male	2.43	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.71	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	1.54	0.00
Foster Youth	7.14	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

2022-23 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 each month and review emergency plans regularly. Our school site has representatives who participate in the District Safety 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" regularly. 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 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 learn, excel, achieve, and determination.

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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	4	1	
1	24		4	
2	22	1	5	
3	15	2	4	
4	25	1	4	
5	22	1	4	
6	25	1	4	

2021-22 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	1550

2021-22 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.13
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	10155	2566	7589	80184
District	N/A	N/A	11129	89492
Percent Difference - School Site and District	N/A	N/A	-37.8	-11.0
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	14.0	-5.4

2021-22 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 2022-2023 school year:

2021-22 Types of Services Funded

- **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 2022 - 2023 school year, our school has a 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 issues. Throughout the year, the counselor visits all classrooms 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$50,173	\$51,591
Mid-Range Teacher Salary	\$90,056	\$79,620
Highest Teacher Salary	\$116,308	\$104,866
Average Principal Salary (Elementary)	\$134,548	\$131,473
Average Principal Salary (Middle)		\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$248,955	\$205,661
Percent of Budget for Teacher Salaries	39%	33%
Percent of Budget for Administrative Salaries	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15-20	15-20	