

Palms 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	Palms Elementary School
Street	255 E. Jarvis St.
City, State, Zip	Perris, CA 92571
Phone Number	(951) 940-5112
Principal	Jennifer Wright
Email Address	jennifer.wright@perrisesd.org
School Website	https://www.perrisesd.org/Domain/11
County-District-School (CDS) Code	336771996111843

2022-23 District Contact Information

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

2022-23 School Overview

Palms Elementary School is one of eight elementary schools in the Perris Elementary School District. The school is on a modified-traditional schedule and serves Transitional Kindergarten through 6th-grade students from diverse cultural and socio-economic backgrounds. The current enrollment for the 2022 – 2023 school year is approximately 725 students, comprised of 11% African American, 2% white, and 83% Hispanic. Our school serves 40% English Learners and 87% socioeconomically disadvantaged families.

The 2022-2023 school year continues to provide students with 1:1 devices for grades TK – 6th. Funding has been allocated over recent years for technology. Palms Elementary School is an AVID Elementary School, implementing AVID strategies in the areas of math and language arts. We provide a rigorous curriculum, guided by the California Standards, in the areas of language arts, math, PE, Art, and English Language Development. Palms has successfully implemented Positive Behavior Supports and Interventions and received Platinum level recognition for its program.

Palms Elementary works together with the School Site Council and ELAC to develop the School Plan for Student Achievement. Data, both CAASPP and district assessments, are used to drive the decisions made to develop goals. Goals have been created in the areas of English Language Arts, math, and the increasing achievement of our English Learners. Another goal is to create a safe and welcoming environment for staff, students, and parents. Progress is monitored each year through parent surveys, district assessments, and state assessments.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	86
Grade 2	94
Grade 3	105
Grade 4	116
Grade 5	90
Grade 6	102
Total Enrollment	705

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	12.3
Filipino	0.0
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.3
White	2.7
English Learners	43.3
Foster Youth	1.4
Homeless	3.3
Migrant	0.0
Socioeconomically Disadvantaged	85.2
Students with Disabilities	8.9

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)	32.80	97.05	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	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	33.80	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)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 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

Palms was built in 1994. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. 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

12/02/2022 - 12/02/2022

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			Room 102: 4: 1 warped ceiling tile Room 109: 4: 1 cracked ceiling tile Room 204: 4: 1 ceiling tile cracked in the middle of the room Room 309: 4: (D) There is evidence of water damage staining,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Library: 7: 1 light ballst out Room 101: 7: 1 light ballast out

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	26	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	412	406	98.54	1.46	26.35
Female	199	197	98.99	1.01	27.41
Male	213	209	98.12	1.88	25.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	54	54	100.00	0.00	16.67
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	337	333	98.81	1.19	27.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	177	173	97.74	2.26	17.92
Foster Youth	--	--	--	--	--
Homeless	19	16	84.21	15.79	6.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	364	359	98.63	1.37	25.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	43	97.73	2.27	2.33

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	412	410	99.51	0.49	12.44
Female	199	198	99.50	0.50	9.60
Male	213	212	99.53	0.47	15.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	54	54	100.00	0.00	7.41
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	337	337	100.00	0.00	13.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	177	177	100.00	0.00	5.65
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	364	362	99.45	0.55	12.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	43	97.73	2.27	2.33

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	11.83	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	93	93	100	0	11.83
Female	41	41	100	0	9.76
Male	52	52	100	0	13.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	81	81	100	0	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	45	100	0	8.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	73	100	0	9.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	0

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	99%	99%	99%	99%	98%

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

At Palms, we believe there is a direct correlation between student achievement and parent involvement; therefore, it is our desire to build a strong school and community partnership. Palms Elementary School encourages parental and community involvement and provides a wide variety of participation activities. Opportunities for Parental Involvement include the following (contact Palms Elementary at 951-940-5112):

Family Nights: an opportunity for parents to learn strategies to reinforce skills at home
Math Night-Grade level games and skills are shared with parents to take home and practice with students.
Science Night- Parents are taken through the Scientific method to support students with their Science projects.
Reading Night- Grade level games and skills are shared with parents to take home and practice with students.

Additional Opportunities:

Back to School Night- At the beginning of the year to get to know the grade-level expectations.
Open House- A time for parents to visit and see student work.
PAWS and Read-Parents come in to read with students.
Lunch with Your Student: Parents come in a have a picnic style lunch with their child.

Committees:

SSC- Parent group who makes decisions about the School Plan for Student Achievement.
ELAC- Parent group that works to be informed about ELs and advise the SSC.
FIAT- Parent group working to develop ideas to increase student achievement.

Parent Trainings:

Lexia & Dreambox training: Training for TK-6th grade parents to provide support with ensuring their student accesses the program.
Phonics & Fluency- Training for TK-2nd grade parents to provide strategies to help students at home in the area of Phonics.
AVID Elementary- Training to share the AVID philosophy and expectations for AVID Elementary at Palms.
PBIS for Parents- Training to make the home- school connection on PBIS expectations.

2022-23 Opportunities for Parental Involvement

Other:
 Red Ribbon Week-Families invited to participate in a Drug-Free Poster Contest
 Read Across America Week- Community is invited to read to students.
 College and Career Day- Community members are invited to share information about colleges and careers to students.
 English classes for parents- English classes are provided to parent volunteers.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	810	775	421	54.3
Female	399	377	203	53.8
Male	411	398	218	54.8
American Indian or Alaska Native	3	3	3	100.0
Asian	4	4	1	25.0
Black or African American	109	102	51	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	651	631	339	53.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	4	2	1	50.0
White	23	20	16	80.0
English Learners	343	337	167	49.6
Foster Youth	32	24	5	20.8
Homeless	38	37	19	51.4
Socioeconomically Disadvantaged	732	703	392	55.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	85	49	57.6

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	0.94	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	2.22	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	2.22	0.00
Female	1.50	0.00
Male	2.92	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	0.87	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.33	0.00

2022-23 School Safety Plan

Safety is an important focus at Palms Elementary School. Our policies ensure a safe and secure campus. Playground supervisors monitor student activities and enforce school rules. We maintain a closed campus. We welcome parents and guardians on campus and require all visitors to sign in at the office through the Raptor process and wear a visitor's badge before gaining access to the campus.

Palms Elementary has a safety plan that is updated annually by the site emergency preparedness committee. The School Site Council also reviews the plan annually. Staff members are instructed on the essential components. All students and staff practice monthly fire, earthquake, or lockdown drills. This includes duck and cover and evacuation drills, along with lockdown procedures. We practice our complete school-wide disaster plan twice-annually, the last being on 10-20-22. We maintain an accessible storage unit on campus with the supplies necessary for an emergency. In the event of a true emergency, our site utilizes the Blackboard Connect-Ed system to notify parents.

Palms Elementary has video surveillance cameras across our campus as a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators and local law enforcement with the investigation of any crimes that occur on campus after school hours, making our school safer and more secure.

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	19	2	4	
1	22	1	4	
2	25		5	
3	20	4	1	
4	31		4	
5	28		3	
6	27		4	

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	4	
1	23		4	
2	21	2	3	
3	23		5	
4	43		1	1
5	29		4	
6	27		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	22	1	4	
1	22		4	
2	24		4	
3	21	1	4	
4	37		3	1
5	30		3	
6	26		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	705

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
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	11094	1933	9160	86918
District	N/A	N/A	11129	89492
Percent Difference - School Site and District	N/A	N/A	-19.4	-2.9
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	32.6	2.7

2021-22 Types of Services Funded

Our students receive a block of PE time and Art time once a week. During this time the classroom teacher releases her students to the Art or PE teacher and collaborates with their grade-level team to plan for first best instruction in the area of ELA or math. The teachers plan, making decisions on Universal Design and AVID strategies to implement into their daily instruction.

- Bilingual instructional aides support students in their primary language. The aides work with teachers and students in the classrooms that have ELs with the highest need. The goal is to provide support to our ELs throughout the day across content areas. Our aides have received training on Step Up to Writing, phonics, Close Reading, High Leverage Instructional Strategies, and the Universal Design Strategies. The classroom teachers identify the lowest domain of students and plan lessons for the aides to work on with students to support the lessons that teachers have taught to the whole group.
- The Academic Coach is a certificated teacher who plans lessons and trainings to support our teachers. She works with teachers to plan lessons and does demonstration and co-teaching lessons. After the lesson she debriefs with teachers to discuss strategies that were effective and how they can be used throughout the teacher's lessons. She follows-up on district trainings and provides additional trainings for teachers.
- The Intervention Teacher provides intervention with the Read180 program. The teacher services students in grades 3rd-6th who are two or more grade levels behind. There is a set criterion for students to enter and exit the program. The progress is monitored throughout the year by administration, classroom teacher, and Intervention Teacher.
- The School Counselor works with students on social skills in small groups. The Counselor may meet with students on an individual basis, with parent consent, to learn social skills, work through grief, or other important situations. The Counselor is on campus daily and meets with students regularly to help students learn skills necessary to be successful in school.
- AVID Elementary is implemented and AVID strategies are in place in all classrooms TK-6th grade. The area of focus is math and language arts, the use of note-taking and WICOR strategies are in place so students are college and career ready.
- THINK Together is a free expanded learning program provided on-site. THINK Together services students from Transitional Kindergarten through 6th grade. It is offered from after school until 6:00pm each day that school is in session.

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

Student data is reviewed regularly to monitor student achievement, set goals, and identify focus areas for professional development opportunities for teachers and support staff. Once the areas of need have been identified, our teachers and staff have the opportunity to participate in a variety of workshops, conferences, and other professional development opportunities through both district training and site-based training. In addition to district and site-based training, our teachers also have the opportunity to receive grade-level support, and/or individual support from our academic coach.

The following are various Professional Development opportunities at Palms Elementary.

1) Instructional Focus Area: Direct Instruction, PLC, AVID, Capturing Kids Hearts

Training/Meeting/Feedback Date: 1. 8.8.22, 8.9.22, 8.23.22, 9.6.22, 10.4.22, 10.14.22, 12.6.22

Description of Training/Evidence: Staff training and meetings are implemented in the classroom and observed by the administration through walkthroughs.

2) Instructional Focus Area: Direct Instruction, PLC, AVID, Capturing Kids Hearts

Training/Meeting/Feedback Date: Daily

Description of Training/Evidence: Feedback: The administrators will analyze patterns of implementation of district priorities and Palms focus areas through the core and leveled instruction and ELD during daily walkthroughs.

3) Instructional Focus Area: Direct Instruction, PLC, AVID, Capturing Kids Hearts

Training/Meeting/Feedback Date: Weekly

Description of Training/Evidence: The Weekly Newsletter to Staff highlights the instructional focus areas, AVID, and Capturing Kids Hearts.

4) Instructional Focus Area: Direct Instruction, PLC, AVID, Capturing Kids Hearts

Training/Meeting/Feedback Date: Ongoing Meetings

Description of Training/Evidence: Grade Levels Meetings with Administration to discuss/plan for District assessments, Short Cycle Assessment data focused on the percent of students Meeting Standards and next steps taken using our instructional focus areas through daily instruction.

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	12-15	12-15	12-15