

Palms Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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 Lujano-Romo
Email Address	jlujano@perrisesd.org
Website	www.perrisesd.org/Domain/11
County-District-School (CDS) Code	336771996111843

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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-6th-grade students from diverse cultural and socio-economic backgrounds. The current enrollment for the 2020 – 2021 school year is approximately 725 students, comprised of 12% African American, 3% white, and 82% Hispanic. Our school serves 41% English Learners and 79% socioeconomically disadvantaged families.

The 2020-2021 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 Elementary works together with the School Site Council and ELAC to develop the Single 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	111
Grade 1	108
Grade 2	124
Grade 3	100
Grade 4	124
Grade 5	85
Grade 6	108
Total Enrollment	760

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.4
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.1
White	3.4
Two or More Races	0.4
Socioeconomically Disadvantaged	87
English Learners	40.1
Students with Disabilities	6.6
Foster Youth	0.5
Homeless	7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	37	44	36	286
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 10, 2020

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

Subject	Textbooks and 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) McGraw Hill World of Wonders Pre-K (Adopted in 2016)	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math in Focus (Adopted in 2015)	Yes	0
Science	Harcourt California Science (Adopted in 2007)	Yes	0
History-Social Science	Harcourt Social Studies: California Reflections (Adopted in 2006)	Yes	0

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

School Facility Conditions and Planned Improvements

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

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

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 1, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MPR: 1 light fixture out (low impact)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Library, Classroom 402: overcharged extinguisher Classroom 103: undercharged extinguisher
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: large gaps around perimeter of rubber surface
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	35	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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.

Committees:

SSC- Parent group who makes decisions about the Single 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.

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.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.2	2.5	3.6	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.3	1.1	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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 10-17-19. 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	2	5		18	6	1		19	2	4	
1	21	1	4		25		5		22	1	4	
2	26		4		24		5		25		5	
3	25		4		21	2	4		20	4	1	
4	24		5		33		2	1	31		4	
5	31		4		28		4		28		3	
6	28	1	4		30		4		27		4	
Other**	26		1									

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	380

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7953	1333	6620	92201
District	N/A	N/A	9302	\$88,062
Percent Difference - School Site and District	N/A	N/A	-33.7	4.6
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-15.7	9.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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.

* School Counselor and Social Worker Interns work with students on social skills in small groups. The Counselor and Intern 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 the Intern is on-site twice a week. They meet 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 Kindergarten through 6th grade. It is offered from after school until 6:00pm each day that school is in session.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,189	\$51,004
Mid-Range Teacher Salary	\$88,290	\$82,919
Highest Teacher Salary	\$114,027	\$104,604
Average Principal Salary (Elementary)	\$130,580	\$131,277
Average Principal Salary (Middle)		\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$226,342	\$230,860
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7-10	12-15	12-15

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. 8.10.20, 8.11.20, 10.9.20, 1.13.21, 1.28.21
 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.