Perris Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Perris Elementary School
Street	500 South A Street
City, State, Zip	Perris, CA, 92570
Phone Number	(951) 657-2124
Principal	Teresa Flynn-Everett
Email Address	tflynn@perrisesd.org
Website	www.perrisesd.org/Domain/13
County-District-School (CDS) Code	33-67199-6032510

Entity	Contact Information
District Name	Perris Elementary School District
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 2019-20)

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 levels of learning tied to rigorous Common Core Academic Standards and leadership skills through Leader in Me curriculum. Town-hall meetings, assemblies, community outreach events, artistic performance are the many opportunities in which students express their creativity while honing innovative and critical thinking abilities. Every day and everywhere, Perris Elementary is committed to delivering high levels of learning and leadership 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 the talents of others and support a safe learning environment.

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 a place 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, PBIS, and technology integration, Perris Elementary School provides students with a well-planned instructional program that emphasizes literacy, science, math, leadership, and the arts. We measure our successes with each child.

Perris Elementary School is a K-6 school with enrollment approximately 715 students for the 2019-20 school year. 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 89.6% Hispanic, 8% African American, 2.3% White, and .1% Other. Fifty-four percent 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 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 fully committed to ensuring every child meets their full potential. Instructional aides, supplemental curriculum, and differentiated instructional practices enable our instructional team to develop unique educational experiences for students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	103
Grade 1	100
Grade 2	109
Grade 3	119
Grade 4	108
Grade 5	104
Grade 6	109
Total Enrollment	752

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.7
Hispanic or Latino	89.5
White	2.5
Two or More Races	0.3
Socioeconomically Disadvantaged	95.2
English Learners	54.1
Students with Disabilities	10.1
Foster Youth	0.4
Homeless	5.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	44	35	39	316
Without Full Credential	2	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 12, 2019

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.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Perris Elementary is the oldest school site in the district. Seven classrooms built-in 1948, and the remaining permanent classrooms were built in 1953. We modernized the entire school in 1995. Presently there are 19 portable classrooms and 22 permanent classrooms, a library/media center, and a multipurpose building. Our facilities department update infrastructure, green and hard spaces, and other spaces/areas as needed. Carpeting and interior updates occur as the classroom or space needs it. The exterior of the school was painted during the summer of 2013. The exterior fences and paved areas were all updated in 2008. A new slurry coat to the paved area, as well as new stripping, was conducted during the beginning of the 2017-2018 school year.

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

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, we have addressed the information you see in this 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.

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

Year and month of the most recent FIT report: November 14, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Boys RR: paint peeling from ceiling Room 42: 1 damaged ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 5: 1 light bulb out (low impact)

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Girls RR: 1 loose toilet seat Library: loose faucet Boys RR: 1 loose toilet seat Rom 2: low pressure at fountain, 1 light bulb out (low impact)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 20: 1 stained ceiling tile (small) Playground: large gap at edge of rubber surface
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	20	33	34	50	50
Mathematics (grades 3-8 and 11)	21	16	23	24	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	432	97.74	2.26	20.37
Male	219	214	97.72	2.28	14.95
Female	223	218	97.76	2.24	25.69
Black or African American	36	33	91.67	8.33	12.12
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	391	384	98.21	1.79	21.35
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	16.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	419	410	97.85	2.15	20.24
English Learners	278	272	97.84	2.16	18.75
Students with Disabilities	70	68	97.14	2.86	4.41
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	21	18	85.71	14.29	5.56

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	435	98.42	1.58	16.13
Male	219	214	97.72	2.28	15.96
Female	223	221	99.10	0.90	16.29
Black or African American	36	33	91.67	8.33	15.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	391	387	98.98	1.02	16.58
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	8.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	419	413	98.57	1.43	16.26
English Learners	278	276	99.28	0.72	16.36
Students with Disabilities	70	69	98.57	1.43	4.35
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	15.79

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	16.2	15.2	6.1

Note: 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.

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 2019-20)

Parental involvement at Perris Elementary School is highly encouraged to allow for participation in their child's learning. We support a robust and positive partnership with parents and the community. Parents and families can volunteer individually or as part of a group. If a person would like to volunteer at school, the first step is to complete a volunteer application form. Perris Elementary School has many opportunities for parents to be active participants in school activities. Parent teams support many of our student programs, making the learning experience both productive and culturally relevant. Parents stay informed of volunteer opportunities with upcoming events and school activities through our Peachjar information system, parent portal, school newsletters, school marquee, and Blackboard messenger (automated telephone message delivery system). Individuals and families are encouraged to participate in a decision-making group, our Family Involvement Action Team (FIAT), Parents as Partners, and Family Night Programs. All of these programs allow for interactive volunteering and informative decision making. Parent groups meet regularly and work on school initiatives that assist in increasing student achievement in Reading and Math. Daytime activities for parents include workshops, Wake-up, and L.E.A.D. events focused on readers as leaders and volunteer visits. 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 (ELAC) and our outreach efforts on behalf of new families. Other parent volunteers help with special projects in the classroom and chaperone field trips.
We invite all parents to attend Back to School Night in the Fall, Open House in the Spring, and Parent-Teacher Conferences in November. We always need new volunteers! If you would like to help out, contact our front office staff at (951) 657-2124 and ask about our Volunteer Application.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.4	3.8	0.8	2.6	3.6	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Perris Elementary School staff works with District Office staff to develop a site safety plan and an emergency preparedness plan, laying out procedures for responding to a wide variety of situations. Students and staff practice emergency procedures monthly and review emergency plans. Our school site has several representatives who participate in the District Disaster Preparedness Committee. The individuals involved include teachers, administrators, and other school staff. The safety team ensures that all safety procedures are in place and updated. The school safety team attends district level meetings and brings valuable information back to the entire staff. Our Custodial staff and the District Maintenance staff inspect our school site for safety concerns frequently and scheduled "safety checks" weekly. Staff members and yard supervision aides monitor children whenever they are outside the classroom. As students transition from outside recess to their classrooms, our yard supervision aides provide opportunities for learning, 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 place a high priority on 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 areas of the school campus life. Our school is a leadership academy in which students focus on the core pillars of a successful student defined as L.E.A.D., which stands for learning, excelling, achieving, and determination in all academic aspirations.

We have an enclosed campus that is fully fenced. Visitors must enter and depart the school through the main door. All visitors must sign in at the office, presenting a valid government identification. Each visitor uses the Raptor® system and is provided a visitor/volunteer badge to wear throughout their stay that describes the purpose of their visit. 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 of 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, safe supervision of students, 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

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	5	2		20	3	4		21	3	2	
1	25		5		21	1	4		25		4	
2	23		5		23	1	3		21		5	
3	23		5		20	2	3		17	2	5	
4	27		5		28		4		25		4	
5	26		5		24		5		33			3
6	28		4		22	1	5		22	1	4	
Other**	19	1			17	1	1		11	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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	752.0

*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 2018-19)

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	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,183	$1,693	$7,490	$89,538
District	N/A	N/A	$8,657	$85,627
Percent Difference - School Site and District	N/A	N/A	-14.5	4.5
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	10.2	12.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2019-2020 school year:

- Bilingual Aide Support Program: Bilingual Instructional Aides support students in their primary language. The bilingual instructional aides work with English Language Learners as identified through our school's achievement plan(s). Our bilingual instructional aides have received training on phonics, Close Reading, High Leverage, and the Universal Design Instructional Strategies. Also, our teachers and bilingual instructional aides implement Rosetta Stone, a second language acquisition program. The classroom teachers identify the lowest language domain of students and plan lessons for the aides to deliver with instructional support to ELL 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-lead 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 grow 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 2019-2020 school year, our school hired 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 classroom and delivers instruction from the Second Step curriculum. Through this activity, our students gain instruction and practice skills that assist them in developing positive social skills such as empathy, making friends and working together. The counselor is also available for small group and individual instruction as identified and referred by a teacher, administration, or a family. Also, the counselor conducts home visits and is our community liaison for family services.
- AVID Elementary Program: Our school has embraced a learning system called 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,989	$45,741
Mid-Range Teacher Salary	$86,137	$81,840
Highest Teacher Salary	$111,246	$102,065
Average Principal Salary (Elementary)	$118,647	$129,221
Average Principal Salary (Middle)	$0	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,670	$224,581
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	6%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15-20	15-20	15-20

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: the use of 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 through the implementation of 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 in order to enhance and enrich weekly lessons, providing a content-rich and rigorous education for all students.