

# Palms Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



# PALMS

## ELEMENTARY SCHOOL

### 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

|   |   |
|---|---|
| <b>Admission Requirements for the University of California (UC)</b>     | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .  |
| <b>Admission Requirements for the California State University (CSU)</b> | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> . |

### 2024-25 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Palms Elementary School   |
| <b>Street</b>                            | 255 E. Jarvis St.   |
| <b>City, State, Zip</b>                  | Perris, CA 92571  |
| <b>Phone Number</b>                      | (951) 940-5112  |
| <b>Principal</b>                         | Jennifer Wright   |
| <b>Email Address</b>                     | jennifer.wright@perrisesd.org   |
| <b>School Website</b>                    | <a href="https://www.perrisesd.org/o/palms">https://www.perrisesd.org/o/palms</a> |
| <b>Grade Span</b>                        | P-6   |
| <b>County-District-School (CDS) Code</b> | 336771996111843   |

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

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 Pre-school through 6th-grade students from diverse cultural and socio-economic backgrounds. The current enrollment for the 2024 – 2025 school year is approximately 675 students, comprised of 11% African American, 3% white, and 81% Hispanic. Our school serves 41% English Learners and 71% socioeconomically disadvantaged families.

The 2024-2025 school year continues to provide students with 1:1 devices for grades K – 6th grade. Funding has been

## 2024-25 School Description and Mission Statement

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 for the 2021-2022, 2022-2023, and 2023-2024 school years.

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.

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 91                 |
| Grade 1                 | 90                 |
| Grade 2                 | 103                |
| Grade 3                 | 96                 |
| Grade 4                 | 98                 |
| Grade 5                 | 97                 |
| Grade 6                 | 106                |
| <b>Total Enrollment</b> | <b>681</b>         |

## 2023-24 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 47                          |
| Male                             | 53                          |
| American Indian or Alaska Native | 0.1                         |
| Asian                            | 0.7                         |
| Black or African American        | 10.9                        |
| Filipino                         | 0.1                         |
| Hispanic or Latino               | 81.9                        |
| Two or More Races                | 1.5                         |
| White                            | 3.1                         |
| English Learners                 | 39.8                        |
| Foster Youth                     | 1.3                         |
| Homeless                         | 2.2                         |
| Socioeconomically Disadvantaged  | 88.1                        |
| Students with Disabilities       | 8.7                         |

### 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 32.80         | 97.05          | 252.60          | 95.94            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 2.00            | 0.76             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.00          | 2.95           | 1.00            | 0.38             | 12115.80     | 4.41          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 7.70            | 2.92             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 31.80         | 94.10          | 252.70          | 94.51            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 2.00            | 0.75             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 2.10            | 0.81             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.00          | 5.90           | 3.00            | 1.12             | 11953.10     | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 7.50            | 2.80             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 33.80         | 100.00         | 267.40          | 100.00           | 279044.80    | 100.00        |

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

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 33            | 94.10          | 244.60          | 92.87            | 231142.40    | 100.00        |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.00            | 1.14             | 5566.40      | 2.00          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 6.50            | 2.47             | 14938.30     | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 5.90           | 4.20            | 1.62             | 11746.90     | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0.00          | 0.00           | 5.00            | 1.90             | 14303.80     | 5.15          |
| <b>Total Teaching Positions</b>  | 33            | 100.00         | 263.40          | 100.00           | 277698       | 100           |

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 | 2022-23 |
|---|---------|---------|---------|
| <b>Permits and Waivers</b>                    | 0.00    | 0.00    | 0       |
| <b>Misassignments</b>                         | 0.00    | 0.00    | 0       |
| <b>Vacant Positions</b>                       | 0.00    | 0.00    | 0       |
| <b>Total Teachers Without Credentials and</b> | 0.00    | 0.00    | 0       |

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

| Indicator   | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 1.00    | 2.00    | 2       |
| <b>Local Assignment Options</b>                               | 0.00    | 0.00    | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 1.00    | 2.00    | 2       |

## Class Assignments

| Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00    | 0       | 0       |

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

## 2024-25 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 12, 2024

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

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

## 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**

11/14/2024 - 11/20/2024

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|---|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                               |           | X         |           | Boys RR by room 101:<br>4: hand dryers are rusted and need to be replaced.<br>Boys RR by room 105/107:<br>4: (D) Ceiling tiles have holes or stains<br>Room 204:<br>4: (D) Holes appear in the flooring<br>Room 205:<br>4: (D) Holes appear in the flooring<br>Room 302:<br>4: (D) Ceiling tiles are missing<br>Room 303:<br>4: (D) Holes appear in the flooring<br>Room 305:<br>4: (D) Holes appear in the flooring<br>Room 306:<br>4: (D) Carpet is torn<br>Room 402:<br>4: carpet has seam issues<br>Room 403:<br>4: carpet has seam issues<br>Room 404:<br>4: carpet has seam issues<br>Room 405:<br>4: carpet has seam issues |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |  |
| <b>Electrical</b>   | X         |           |           | Room 502:<br>7: 1 ballast out  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |  |
| <b>Structural:</b><br>Structural Damage, Roofs                      | X         |           |           |  |
| <b>External:</b>  | X         |           |           |  |



## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 31             | 24             | 31               | 29               | 46            | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 17             | 14             | 19               | 19               | 34            | 35            |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups                      | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                        | 401                     | 401                  | 100.00                | 0.00                      | 24.19                          |
| <b>Female</b>                              | 195                     | 195                  | 100.00                | 0.00                      | 24.62                          |
| <b>Male</b>                                | 206                     | 206                  | 100.00                | 0.00                      | 23.79                          |
| <b>American Indian or Alaska Native</b>    | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>                               | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>           | 48                      | 48                   | 100.00                | 0.00                      | 16.67                          |
| <b>Filipino</b>                            | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                  | 335                     | 335                  | 100.00                | 0.00                      | 25.37                          |
| <b>Native Hawaiian or Pacific Islander</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                   | --                      | --                   | --                    | --                        | --                             |

|  |     |     |        |      |       |
|--|-----|-----|--------|------|-------|
| <b>White</b>   | 13  | 13  | 100.00 | 0.00 | 15.38 |
| <b>English Learners</b>                              | 129 | 129 | 100.00 | 0.00 | 10.08 |
| <b>Foster Youth</b>                                  | --  | --  | --     | --   | --    |
| <b>Homeless</b>                                      | --  | --  | --     | --   | --    |
| <b>Military</b>                                      | --  | --  | --     | --   | --    |
| <b>Socioeconomically Disadvantaged</b>               | 367 | 367 | 100.00 | 0.00 | 23.71 |
| <b>Students Receiving Migrant Education Services</b> | 0   | 0   | 0      | 0    | 0     |
| <b>Students with Disabilities</b>                    | 42  | 42  | 100.00 | 0.00 | 7.14  |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| <b>CAASPP Student Groups</b>               | <b>CAASPP Total Enrollment</b> | <b>CAASPP Number Tested</b> | <b>CAASPP Percent Tested</b> | <b>CAASPP Percent Not Tested</b> | <b>CAASPP Percent Met or Exceeded</b> |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| <b>All Students</b>                        | 401                            | 401                         | 100.00                       | 0.00                             | 14.21                                 |
| <b>Female</b>                              | 195                            | 195                         | 100.00                       | 0.00                             | 9.74                                  |
| <b>Male</b>                                | 206                            | 206                         | 100.00                       | 0.00                             | 18.45                                 |
| <b>American Indian or Alaska Native</b>    | 0                              | 0                           | 0                            | 0                                | 0                                     |
| <b>Asian</b>                               | --                             | --                          | --                           | --                               | --                                    |
| <b>Black or African American</b>           | 48                             | 48                          | 100.00                       | 0.00                             | 8.33                                  |
| <b>Filipino</b>                            | 0                              | 0                           | 0                            | 0                                | 0                                     |
| <b>Hispanic or Latino</b>                  | 335                            | 335                         | 100.00                       | 0.00                             | 15.22                                 |
| <b>Native Hawaiian or Pacific Islander</b> | 0                              | 0                           | 0                            | 0                                | 0                                     |
| <b>Two or More Races</b>                   | --                             | --                          | --                           | --                               | --                                    |
| <b>White</b>                               | 13                             | 13                          | 100.00                       | 0.00                             | 7.69                                  |
| <b>English Learners</b>                    | 129                            | 129                         | 100.00                       | 0.00                             | 6.20                                  |
| <b>Foster Youth</b>                        | --                             | --                          | --                           | --                               | --                                    |
| <b>Homeless</b>                            | --                             | --                          | --                           | --                               | --                                    |
| <b>Military</b>                            | --                             | --                          | --                           | --                               | --                                    |

|  |     |     |        |      |       |
|--|-----|-----|--------|------|-------|
| <b>Socioeconomically Disadvantaged</b>               | 367 | 367 | 100.00 | 0.00 | 13.62 |
| <b>Students Receiving Migrant Education Services</b> | 0   | 0   | 0      | 0    | 0     |
| <b>Students with Disabilities</b>                    | 42  | 42  | 100.00 | 0.00 | 0.00  |

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| <b>Subject</b>                                  | <b>School<br/>2022-23</b> | <b>School<br/>2023-24</b> | <b>District<br/>2022-23</b> | <b>District<br/>2023-24</b> | <b>State<br/>2022-23</b> | <b>State<br/>2023-24</b> |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 8.85                      | 8.42                      | 13.62                       | 13.99                       | 30.29                    | 30.73                    |

## 2023-24 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 95               | 95            | 100.00         | 0.00               | 8.42                    |
| <b>Female</b>  | 40               | 40            | 100.00         | 0.00               | 7.50                    |
| <b>Male</b>  | 55               | 55            | 100.00         | 0.00               | 9.09                    |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | 0                | 0             | 0              | 0                  | 0                       |
| <b>Black or African American</b>                     | 15               | 15            | 100.00         | 0.00               | 0.00                    |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 77               | 77            | 100.00         | 0.00               | 9.09                    |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | 0                | 0             | 0              | 0                  | 0                       |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 30               | 30            | 100.00         | 0.00               | 3.33                    |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 88               | 88            | 100.00         | 0.00               | 9.09                    |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | --               | --            | --             | --                 | --                      |

## 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.

#### 2023-24 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. The administration of the PFT requires only participation results 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 96%                              | 96%  | 96%   | 96%   | 96%                         |

## 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.

#### 2024-25 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):

Palms has a Community Outreach Family Advocate (COFA) that reaches out to families to provide resources and communicates how they can participate in the following events and committees.

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.

PAWS Math Monday- Parents come in to learn math strategies and then practice them with their children in the classroom.

Lunch with Your Student: Parents come in and have a picnic-style lunch with their child.

Additional opportunities include Movie Night, Fall Carnival, and Winter performance.

##### 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.

AAPAC-Parent Group to engage parents of African American students and advise the SSC.

## 2024-25 Opportunities for Parental Involvement

### Parent Trainings:

Phonics & Fluency- Training for K-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.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 757                   | 737                                     | 262                       | 35.5                     |
| Female  | 362                   | 352                                     | 120                       | 34.1                     |
| Male  | 395                   | 385                                     | 142                       | 36.9                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | 87                    | 85                                      | 41                        | 48.2                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 619                   | 603                                     | 199                       | 33.0                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 13                    | 12                                      | 4                         | 33.3                     |
| White   | 20                    | 20                                      | 8                         | 40.0                     |
| English Learners                              | 300                   | 294                                     | 76                        | 25.9                     |
| Foster Youth                                  | 16                    | 13                                      | 4                         | 30.8                     |
| Homeless                                      | 27                    | 23                                      | 11                        | 47.8                     |
| Socioeconomically Disadvantaged               | 675                   | 659                                     | 239                       | 36.3                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 85                    | 82                                      | 28                        | 34.1                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 2.22           | 2.93           | 1.59           | 2.27             | 2.1              | 1.68             | 3.17          | 3.6           | 3.28          |

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0              | 0              | 0              | 0                | 0.03             | 0                | 0.07          | 0.08          | 0.07          |



## 2023-24 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 1.59             | 0.00            |
| Female  | 1.38             | 0.00            |
| Male  | 1.77             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 3.45             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 1.29             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 1.33             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 1.63             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 1.18             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 throughout the day. 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. 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 10-17-24. 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 Perris APP system to notify parents.

The Comprehensive School Site Safety Plan was developed for Palms Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Palms Elementary's most recent school safety plan was reviewed, updated, and approved by the school safety committee and discussed with school staff.

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.

### 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                                     |                                     |

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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                                    | 5                                     |                                     |
| 1           | 32                 |                                      | 3                                     | 1                                   |
| 2           | 24                 |                                      | 4                                     |                                     |
| 3           | 25                 |                                      | 4                                     |                                     |
| 4           | 32                 |                                      | 3                                     | 1                                   |
| 5           | 30                 |                                      | 4                                     |                                     |
| 6           | 30                 |                                      | 3                                     |                                     |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 23                 |                                      | 4                                     |                                     |
| 1           | 28                 |                                      | 3                                     | 1                                   |
| 2           | 26                 |                                      | 4                                     |                                     |
| 3           | 24                 |                                      | 4                                     |                                     |
| 4           | 33                 |                                      | 1                                     |                                     |
| 5           | 24                 |                                      | 4                                     |                                     |
| 6           | 27                 |                                      | 4                                     |                                     |

## 2023-24 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 | 619   |

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                |
| Library Media Teacher (Librarian)                             | .111                             |
| Library Media Services Staff (Paraprofessional)               | .75                              |
| Psychologist  | .5                               |
| Social Worker   | .111                             |
| Nurse   | .333                             |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            | 0                                |
| Other   | 0                                |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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                                   | 15573                        | 4459                                | 11113                                 | 102049                 |
| District                                      | N/A                          | N/A                                 | 11483                                 | \$107,828              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -3.3                                  | -5.5                   |
| State   | N/A                          | N/A                                 | \$10,771                              | \$94,129               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 3.1                                   | 8.1                    |

## Fiscal Year 2023-24 Types of Services Funded

Palms Elementary receives funding for the following types of services:

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. 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 for students in grades 1st-6th. The intervention teacher utilizes the READ 180 Program for 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 of students serviced by the intervention teacher 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.

\* The Well-being team includes a Teacher on Special Assignment (TOSA), Staff on Special Assignment (SOSA), and Community Outreach Family Advocate(COFA). The TOSA works with teachers to support the well being of students. Zen Zones have been established in each classroom to help students identify their emotions. The SOSA works with students to show them strategies to support their emotions. The COFA reaches out to parents to provide resources to the family and to communicate family events and learning opportunities.

\* AVID Elementary is implemented and AVID strategies are in place in all classrooms K-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.

\* ELEVO is a free expanded learning program provided on-site. ELEVO services students from Kindergarten through 6th grade. It is offered from after school until 6:00pm each day that school is in session. The ELEVO staff and site administrators work together to ensure alignment of the program to the school day.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$58,329        | \$57,839                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$104,696       | \$90,040                                     |
| <b>Highest Teacher Salary</b>                        | \$135,215       | \$118,647                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$155,244       | \$144,639                                    |
| <b>Average Principal Salary (Middle)</b>             | \$0             | \$148,270                                    |
| <b>Average Principal Salary (High)</b>               | \$0             | \$161,275                                    |
| <b>Superintendent Salary</b>                         | \$300,575       | \$229,986                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 36%             | 31%  |
| <b>Percent of Budget for Administrative Salaries</b> | 5%              | 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. 8.8.24, 8.12.24, 9.17.24, 10.1.24, 11.12.24

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, Common Formative 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  | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 12-15   | 12-15   | 12-15   |

