

# Perris Elementary School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

### Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Perris Elementary School
<b>Street</b>	500 South A Street
<b>City, State, Zip</b>	Perris, CA, 92570
<b>Phone Number</b>	(951) 657-2124
<b>Principal</b>	Kelley Pebley
<b>Email Address</b>	kpebley@perrisesd.org
<b>School Website</b>	<a href="https://www.perrisesd.org/o/perrisel">https://www.perrisesd.org/o/perrisel</a>
<b>Grade Span</b>	K-7
<b>County-District-School (CDS) Code</b>	33-67199-6032510

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

Perris Elementary School is a Leadership Academy where students are guided by four core expectations: L.E.A.D. — Learn, Excel, Achieve, and Be Determined. Our mission is to develop 21st-century leaders who empower others, set and achieve goals, voice their ideas, collaborate, respect diverse talents, and contribute to a safe and supportive learning environment.

In alignment with Franklin Covey's Leader in Me program, we integrate social-emotional learning (SEL) practices that teach students leadership skills, address bias, and promote service-learning projects that respond to the needs of our school and local community. These practices provide educators with tools to create equitable learning environments and help students

## 2024-25 School Description and Mission Statement

initiate and lead projects that foster positive change.

At Perris Elementary, students learn Common Core Academic Standards while developing leadership skills through the Leader in Me curriculum. They have opportunities to express creativity and critical thinking through town hall meetings, assemblies, and community outreach events. We are committed to high standards of learning and leadership, ensuring every student reaches their full potential.

We take pride in our dedicated staff, students, and families, working together as a professional learning community to achieve success. We believe in the power of collaboration to help all students become productive, successful citizens. Our school implements AVID (Advancement via Individual Determination), PBIS (Positive Behavioral Interventions and Supports), and technology integration to create a well-rounded instructional program focused on literacy, mathematics, leadership, physical education, and the arts. We are proud to have received platinum recognition for our PBIS system.

Perris Elementary serves approximately 623 students in grades K-6, with a diverse student body drawn from suburban and rural areas. Our demographic composition includes 89% Hispanic, 9% African American, 2% White, and 0.1% other. Over half (54%) of our students are English Learners, and all students participate in the free or reduced-price breakfast and lunch program.

Our team includes a principal, assistant principal, 36 classroom teachers, an art teacher, a physical education teacher, an educational specialist, three special education teachers, a school counselor, an academic coach, a speech therapist, and a school psychologist. All teachers are highly qualified and credentialed. We use district-adopted curriculum such as Wonders for Language Arts and Singapore Math to support student learning. Special Education services are available across grade levels, ensuring individualized support for every student. With the help of instructional aides, differentiated teaching strategies, and supplemental materials, we are dedicated to meeting the unique needs of each learner.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	266
Grade 1	82
Grade 2	77
Grade 3	75
Grade 4	118
Grade 5	94
Grade 6	107
<b>Total Enrollment</b>	<b>819</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.4
Asian	0.7
Black or African American	7
Filipino	0.2
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1
White	2.4
English Learners	50.2
Foster Youth	1.2
Homeless	2.6
Socioeconomically Disadvantaged	85.8
Students with Disabilities	12

### 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>	32.50	97.01	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>	0.00	0.00	1.00	0.38	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	2.99	7.70	2.92	18854.30	6.86
<b>Total Teaching Positions</b>	33.50	100.00	263.30	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

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

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

## 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>	37	95.70	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>	0.00	0.00	4.20	1.62	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0	4.30	5.00	1.90	14303.80	5.15
<b>Total Teaching Positions</b>	37	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	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	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>	0.00	0.00	1
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	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 should be sufficient textbooks and instructional materials for each student, including English learners, to use in class and to take home. Below is information detailing the names of the textbooks used in our core classes; their dates of publication; the names of the firms that published them; and textbook sufficiency information.

**Year and month in which the data were collected** September 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

Perris Elementary school was constructed in 1948. It is the oldest school site in the district, with seven remaining permanent classrooms from 1953. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

To determine the condition of the facilities, district representatives inspected them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, critical elements are addressed in the information summary. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

8/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Class 55: Damaged wall surfaces
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			Boys Restroom: Loose toilet seat and dryers not functional
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Restroom: Loose faucets Boys Restroom: Missing button on faucet
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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> (grades 3-8 and 11)	19	21	31	29	46	47
<b>Mathematics</b> (grades 3-8 and 11)	15	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
All Students	389	373	95.89	4.11	20.64
Female	179	173	96.65	3.35	23.12
Male	210	200	95.24	4.76	18.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	19	19	100.00	0.00	10.53
Filipino	--	--	--	--	--
Hispanic or Latino	347	333	95.97	4.03	21.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	23.08
White	--	--	--	--	--
English Learners	182	172	94.51	5.49	11.63
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	359	344	95.82	4.18	20.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	74	98.67	1.33	8.11

## 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.

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>	389	382	98.20	1.80	14.14
<b>Female</b>	179	177	98.88	1.12	13.56
<b>Male</b>	210	205	97.62	2.38	14.63
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	19	19	100.00	0.00	15.79
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	347	342	98.56	1.44	13.45
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	30.77
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	182	181	99.45	0.55	9.39
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	359	352	98.05	1.95	13.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	75	74	98.67	1.33	6.76

## 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	10.53	5.56	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>	92	90	97.83	2.17	5.56
<b>Female</b>	41	41	100.00	0.00	7.32
<b>Male</b>	51	49	96.08	3.92	4.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	84	83	98.81	1.19	6.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	46	46	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	83	81	97.59	2.41	4.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	4.76

## 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	94%	94%	94%	94%

## 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

Parent involvement at Perris Elementary School is highly encouraged and allows for parent participation in children's learning. We support a positive partnership with parents and the community. Parents and families can volunteer individually or as part of a group. If a parent or community member wants to volunteer at school, the first step is to complete a volunteer application form.

Perris Elementary School has many opportunities for parents to be active participants in school activities. Parent teams support many of our student programs, making the learning experience both productive and relevant. Parents stay informed of volunteer opportunities with upcoming events and school activities through our AERIES parent portal, and school newsletters. Parent groups meet regularly and work on school initiatives to increase student achievement in Reading, ELD and Math. An array of after school opportunities for family nights (i.e. STEAM night, Movie Night, Reading night, etc.) occur throughout the school year. Parents can join our School Site Council, which works with the Principal to help make real-time educational decisions on various school goals. Parents of English Learners are vital to our English Learners Advisory Committee (E.L.A.C.) and they help to shape our instructional efforts for students that are designated as English Learners. Additionally, parents of students within the African American student group are invited to join our African American Parent Advisory Committee (A.A.P.A.C. ) Parent volunteers also help with special projects in the classroom, chaperone field trips and support the educational program in a variety of other ways.

We invite all parents to attend Back to School Night in the Fall, Parent-Teacher Conferences in November and Open House in the Spring.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	938	897	358	39.9
Female	466	445	172	38.7
Male	472	452	186	41.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	75	64	34	53.1
Filipino	--	--	--	--
Hispanic or Latino	794	769	300	39.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	24	21	5	23.8
English Learners	452	446	156	35.0
Foster Youth	20	19	8	42.1
Homeless	33	27	14	51.9
Socioeconomically Disadvantaged	824	788	317	40.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	140	134	50	37.3

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
1.97	0.73	1.39	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	0.12	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	1.39	0.00
Female	0.64	0.00
Male	2.12	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	1.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.51	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	1.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.86	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

Our Custodial and District Maintenance teams conduct routine safety inspections of the school grounds, while staff members and supervision aides are dedicated to monitoring students during outdoor activities. As students transition from recess to classrooms, our supervision aides not only ensure safety but also foster leadership skills by engaging students in positive,



## 2024-25 School Safety Plan

character-building opportunities.

Aligned with state regulations, our Comprehensive School Safety Plan incorporates safety practices as outlined in the Education Code. A copy of the plan is available for public inspection at the front office. We prioritize adult supervision on campus before, during, and after school, ensuring a safe environment for all students.

The Comprehensive School Site Safety Plan was developed for Perris 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. Perris Elementary's most recent school safety plan was reviewed, updated, and approved by the school safety committee and discussed with school staff.

In addition to safety, our school fosters a strong culture of learning and leadership. Teachers and administrators collaborate to strengthen instructional practices, and we have established a Positive Behavior Interventions and Supports (PBIS) system to promote universal expectations. As a Leadership Academy, our students are guided by the core values of L.E.A.D. — Learn, Excel, Achieve, and Demonstrate Determination — to cultivate leadership skills across all areas of school life.

Our campus is fully enclosed with secure fencing, and all visitors must enter through the main door, sign in at the office, and provide valid government identification for screening through the Raptor® system. Visitors are issued a badge to wear during their time on campus. This system is strictly enforced by our front office staff and supervision aides to maintain safety.

Perris Elementary also has a detailed Emergency Preparedness Plan, which is reviewed and updated annually by the school's safety committee, consisting of staff and parents. In addition to regular emergency drills, the school participates in the Great American ShakeOut Disaster Drill each October to prepare for earthquake scenarios. The School Safety Plan, which includes procedures for evacuation, safe supervision, and family reunification, is shared with all staff members during school-wide meetings, and a digital version is available on the school website for easy access.

## 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	18	4	1	
1	24		4	
2	22	1	5	
3	15	2	4	
4	25	1	4	
5	22	1	4	
6	25	1	4	

## 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	20	1	4	
1	22	1	3	
2	20	1	3	
3	20	2	4	
4	15	3	3	
5	18	3	3	
6	20	2	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	19	1	3	
1	21	1	3	
2	19	1	3	
3	15	2	3	
4	20	3	3	
5	16	3	3	
6	21	2	2	

## 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	612

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	.111
<b>Library Media Services Staff (Paraprofessional)</b>	.5
<b>Psychologist</b>	.400
<b>Social Worker</b>	.111
<b>Nurse</b>	.233
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	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
<b>School Site</b>	16260	5649	10611	109974
<b>District</b>	N/A	N/A	11483	\$107,828
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.9	2.0
<b>State</b>	N/A	N/A	\$10,771	\$94,129
<b>Percent Difference - School Site and State</b>	N/A	N/A	-1.5	15.5

## Fiscal Year 2023-24 Types of Services Funded

Perris Elementary School students receive support from a variety of programs and services that are available during the instructional day as well as supplemental educational services. The school's goal is to provide an overall instructional program that aligns with the needs of our student population. Below is a description of the services for the 2024 - 2025 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 instructional strategies and the Universal Design Instructional Strategies. The classroom teachers identify the lowest language domain of students and plan lessons for the aides to deliver with instructional support to EL students in order to support the lessons that teachers have taught during whole group instruction.
- **Academic Coaching Services:** The Academic Coach is a certificated teacher who plans lessons and provides training to support classroom teachers. The Academic Coach works with teachers to plan lessons while assisting with demonstration and co-teaching lessons. Additionally, the Academic Coach debriefs with teachers to discuss

## Fiscal Year 2023-24 Types of Services Funded

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. During this time, teachers work with smaller groups of students on targeted skills as determined by student needs.
- Leader In Me Program: Our school is a "Leader In Me" school. Our school is committed to embedding leadership instruction across content areas. Students learn the seven habits of highly effective people and actively participate in leading a culture of excellence. The social-emotional learning embodied in the Leader In Me program focuses on the development of character and academic growth. Monthly, our school hosts grade-level town hall student-led meetings. Students participate in classroom and school leadership roles. Our school is committed to growing leaders today and tomorrow!
- Social Worker Intern Program: Our school receives services from one or more social worker intern(s) who work with students on social skills in small and whole-group settings. The Intern (s) may meet with students on an individual basis, with parent consent, to develop skills, work through grief, or other life situations impacting schooling. The Intern(s) are 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 2024 - 2025 school year, our school has at full time Elementary School Counselor. Her role at the school varies with the primary purpose of providing students with counseling services for a range of issues. Throughout the year, the counselor visits all classrooms and delivers instruction from the Second Step curriculum and/or Leader in Me 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 parent/guardian(s). The counselor may also conduct home visits and serves as our community liaison for family services.
- AVID Elementary Program: Our school has embraced AVID Elementary to help prepare students for success in middle school, high school, and beyond. At the elementary level, students learn note-taking skills, WICOR 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.
- ELEVO Afterschool Program: The Elevo program is an extended learning program provided after school. The Elevo program works with students from Kinder 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. 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.

Community Schools Initiative: Designed to provide accessible, quality education for at promise youth. By establishing locally-run schools, this initiative aims to address educational gaps, empower the community, and ensure children have the opportunity to learn in a supportive environment.

## 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

At Perris Elementary, we recognize that high-quality professional development is fundamental to delivering the best possible instruction to our students. Our professional development priorities are driven by data, ensuring that the focus areas directly support student achievement and the development of leadership skills. Key topics for professional growth include effective instructional strategies, literacy (reading and writing), AVID Elementary, technology integration, and fostering positive school culture through programs like The Leader in Me.

Professional development is an ongoing and integral part of our school culture, with staff engaging in weekly training sessions, after-school workshops, collaboration release time, and individualized mentoring. New teachers receive targeted, biweekly support from the Academic Content Coach to facilitate their instructional growth. In addition, specialized professional development is provided for staff in roles specific to their responsibilities. For example, Supervision Aides participate in targeted training to enhance student supervision skills and implement a Robust Recess program that supports social emotional learning and ensures a safe and enriching environment.

All teaching staff are afforded ample opportunities for collaboration, lesson planning, and ongoing guidance aligned with the California Common Core State Standards and Perris Elementary's Units of Study. Teachers engage in practical, hands-on planning sessions that deepen their understanding of the curriculum framework and allow them to refine lesson plans that promote a rigorous, content-rich educational experience for all students. Through this approach, we ensure that our teachers are equipped to provide high-quality instruction that supports student success and leadership development.

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>	15-20	15-20	15-20