Palm Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Palm Elementary School
Street	751 Palm Ave.
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-9579
Principal	Beatrice Gray
E-mail Address	bgray@beaumontusd.k12.ca.us
Web Site	www.beaumontusd.k12.ca.us/palm
CDS Code	33-66993-6031660

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

Our mission is to support the student body by providing educational opportunities through the academic programs that represent the cultural, character, and academic values of all who attend Palm Elementary. Our motto is, we have "The power to make a difference!" and our school theme is "College is our Goal!".

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	113
Grade 1	86
Grade 2	104
Grade 3	111
Grade 4	102
Grade 5	94
Total Enrollment	610

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	1.0
Filipino	0.7
Hispanic or Latino	75.1
Native Hawaiian or Pacific Islander	0.0
White	15.1
Two or More Races	3.8
Socioeconomically Disadvantaged	78.2
English Learners	40.5
Students with Disabilities	5.9

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	28	27	26	361
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	MacMillan/ McGraw Hill Adoption Year 2008	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Palm Elementary was originally constructed in 1946 and is comprised of thirty-one classrooms, one multipurpose room, one cafeteria, one library, two staff lounges, one computer lab, and two playgrounds. Cleaning Process: The principal works daily with the custodial staff. to ensure the site follows all state and federal mandates for campus cleanliness. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. Palm Elementary received a 100% on the Facilities Inspection Tool (FIT) with a school rating of "Exemplary".

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/06/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	37	46	36	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	36
Male	41
Female	33
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	
White	53
Two or More Races	
Socioeconomically Disadvantaged	27
English Learners	20
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	46	49	58	62	59	54	56	55
Mathematics	57	59	58	48	52	49	49	50	50
History-Social Science				45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	4
Similar Schools	6	3	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
	2010-11	2011-12	2012-13
All Students at the School	22	-11	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	-5	2
Native Hawaiian/Pacific Islander			
White	27	-6	11
Two or More Races			
Socioeconomically Disadvantaged	15	-1	1
English Learners	39	-2	-6
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.1	23.6	14.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Palm greatly benefits from its supportive parents who are partners with us in their child's education. The school has a strong base of parent volunteers who assist in classrooms, chaperon field trips, organize fundraisers, and attend a variety of school activities throughout the year. Our site Parent Teacher Association strives to provide key information to new parents to our school and highlight events and activities throughout the year for all parents. The school also benefits from several community partnerships, including support from the district and city by having on-site and off-site after school care. We partner up with local organizations who support our youth by providing opportunities to engage in a variety of sports through the Beaumont Cherry Valley Parks and Recreation, AYSO soccer, Youth Champions, and Girl Scouts of San Gorgonio. The school also provides monthly newsletters, parent training through our site and district Parent Academy, School Site Council and English Learner Advisory Committee meetings, Dual Language Parent meetings, and letters home to communicate the results of assessments, progress, in relation to their child's progress. Teachers provide weekly classroom updates, monthly reports and a report card each trimester. All forms of communication are provided in English and in Spanish.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Palm Elementary at (951) 845-9579 or find us on the web at http://www.beaumont-ca.schoolloop.com/

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	6.0	4.1	3.3	7.2	5.5	5.2	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Palm Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and approved on 10/20/14 by the School Site Council. All revisions were communicated to both the classified and certificated staff and parents severing on various on-site committees. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock-down drills are held once a year as needed. Students are supervised before and after school by classified staff and administration. Classified staff supervise students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the front office and wear a badge while on campus. There is one egress and ingress point located on campus for daily operation; more are used in the case of an emergency. All rooms have evacuation maps posted next to the interior door.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement*	Year 4	Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.8	0	5	0	29		12		28		12	
1	18.6	7	0	0	23	2	12		22	3	9	
2	18.3	6	0	0	22	3	12		22	2	12	
3	29.3	0	3	0	27	2	9	1	21	7	9	
4	32	0	2	2	22	4	8		26	3	9	
5	32	0	1	2	26	3	7	2	28	1	7	2

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.16	---
Library Media Teacher (Librarian)	.1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.33	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist	0	---
Other	1	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4,702	$633	$4,069	$63,146
District	---	---	$4,608	$66,424
Percent Difference: School Site and District	---	---	-11.7	-4.9
State	---	---	$4,690	$67,762
Percent Difference: School Site and State	---	---	-13.2	-6.8

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

District Revenue Sources

In addition to general state funding, Palm Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, EIA-SCE, and EIA-LEP. . Students receive intervention opportunities before, during and after school as provided by certificated teachers. Students in 3rd through 5th grade receive the services of two .4 certificated teachers who assist in meeting the needs of students at their instructional level during English Language Arts core and intervention instruction.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,300	$41,243
Mid-Range Teacher Salary	$65,629	$64,893
Highest Teacher Salary	$89,548	$83,507
Average Principal Salary (Elementary)	$106,565	$103,404
Average Principal Salary (Middle)	$106,398	$109,964
Average Principal Salary (High)	$126,957	$120,078
Superintendent Salary	$157,000	$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

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

Professional Development

Staff Development
As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered training for math, Reading Language Arts, and Technology, Direct Interactive Instruction training and coaching from Instructional Coaches for staff members, English Learner Professional Development, and Technology and Curriculum professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers have also received site and conference training on Positive Behavior Interventions Systems and it has been adopted district-wide.

Palm School has 32 days of student school days designated as professional staff development/collaboration days. Site training were chosen based on student data, surveys,principal and teacher observations. The training include Direct Interactive Instructional refreshers or introduction for new teachers, Data Analysis Protocols, English Learner Strategies, Close Reading, Math, assessment and technology training. All teachers receive the training and new teachers receive BTSA as well. Paraprofessionals receive training on meeting the needs of English Learners, PBIS and literacy strategies two times a year on-site or at district facilities. All support staff are offered training through the district departments on a quarterly or annual basis. Most training are held after school, or on Early Release days. All staff is supported through coaching, meetings, grade level, and site conversations about student data and progress.

Counseling & Support Staff
It is the goal of Palm Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is .16:630 students. The table lists the support service personnel available at Palm Elementary. Tier Ii and Tier III counseling services are provided for students needed more individualized behavior support.

Highly Qualified Teachers
The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. The district also requires that all Dual Language Teachers possess a BCLAD certificate.

Teacher Assignment
Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, Palm Elementary had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher mis-assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.