

Palm Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

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	
Grades Served	K-5
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 vision at Palm Elementary is to be an award winning school that strives for excellence and provides ALL students the opportunity to be on track to attend college if they so choose. "Our Mission is to ensure that every student is valued, challenged, motivated and learning like a Champion!

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	124
Grade 1	103
Grade 2	79
Grade 3	101
Grade 4	108
Grade 5	97
Total Enrollment	612

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.4
Asian	1.1
Filipino	0.7
Hispanic or Latino	77.6
White	13.9
Two or More Races	2.1
Socioeconomically Disadvantaged	75.8
English Learners	42.2
Students with Disabilities	5.2
Foster Youth	1.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	26	29	382
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.4	2.6
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	78.4	21.6

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 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics Units of Study Adoption Year 2015	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)

Year and month in which data were collected: 10/06/2014				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	24	42	44
Mathematics	20	29	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	101	99.0	43	36	12	10
	4	112	110	98.2	55	23	18	5
	5	100	98	98.0	43	29	22	6
Male	3		46	45.1	57	33	7	4
	4		49	43.8	55	31	14	0
	5		58	58.0	59	26	12	3
Female	3		55	53.9	31	38	16	15
	4		61	54.5	54	16	21	8
	5		40	40.0	20	33	38	10
Black or African American	3		7	6.9	--	--	--	--
	4		9	8.0	--	--	--	--
	5		4	4.0	--	--	--	--
Asian	3		2	2.0	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	2.0	--	--	--	--
Hispanic or Latino	3		78	76.5	40	40	13	8
	4		82	73.2	52	27	17	4
	5		72	72.0	44	31	21	4
White	3		13	12.7	38	15	15	31
	4		14	12.5	57	14	29	0
	5		15	15.0	27	33	33	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		1	1.0	--	--	--	--
	4		4	3.6	--	--	--	--
	5		4	4.0	--	--	--	--
Socioeconomically Disadvantaged	3		75	73.5	49	36	8	7
	4		90	80.4	59	23	16	2
	5		78	78.0	47	26	22	5
English Learners	3		47	46.1	49	38	11	2
	4		49	43.8	63	27	10	0
	5		26	26.0	54	27	19	0
Students with Disabilities	3		7	6.9	--	--	--	--
	4		3	2.7	--	--	--	--
	5		5	5.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	101	99.0	41	34	23	3
	4	112	109	97.3	50	35	15	0
	5	100	97	97.0	53	28	12	7
Male	3		46	45.1	46	33	22	0
	4		48	42.9	52	38	10	0
	5		57	57.0	60	23	11	7
Female	3		55	53.9	36	35	24	5
	4		61	54.5	49	33	18	0
	5		40	40.0	43	35	15	8
Black or African American	3		7	6.9	--	--	--	--
	4		9	8.0	--	--	--	--
	5		4	4.0	--	--	--	--
Asian	3		2	2.0	--	--	--	--
	4		1	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	2.0	--	--	--	--
Hispanic or Latino	3		78	76.5	41	37	21	1
	4		81	72.3	52	32	16	0
	5		72	72.0	58	26	11	4
White	3		13	12.7	38	8	46	8
	4		14	12.5	43	43	14	0
	5		14	14.0	14	43	29	14
Two or More Races	3		1	1.0	--	--	--	--
	4		4	3.6	--	--	--	--
	5		4	4.0	--	--	--	--
Socioeconomically Disadvantaged	3		75	73.5	49	27	20	4
	4		90	80.4	56	33	11	0
	5		77	77.0	55	26	12	8
English Learners	3		47	46.1	53	26	21	0
	4		48	42.9	60	29	10	0
	5		26	26.0	73	27	0	0
Students with Disabilities	3		7	6.9	--	--	--	--
	4		3	2.7	--	--	--	--
	5		5	5.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45	36	42	57	59	49	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	42
Male	41
Female	45
Black or African American	--
Asian	--
Hispanic or Latino	35
White	78
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	15
Students with Disabilities	36
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.40	17.90	9.50

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 will provide English as a Second Language course for 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 Geronio. The school also provides parent training through our site and district Parent Academy, School Site Council and English Learner Advisory Committee meetings, World 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.08	3.28	2.79	5.45	5.19	4.29	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.21	0.20	0.13	0.13	0.10	0.09

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 10/26/15 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	29		12		28		12		16	16	7	
1	26		12		22	1	9		22	2	12	
2	23	1	14		25		14		20	3	9	
3	28	1	9	1	23	4	9		25	3	9	
4	29		9		29		11		27	3	3	6
5	28	2	8	2	30		8	2	32		3	6

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 2014-15)

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	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	0	N/A
Other	.4	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,633	\$860	\$4,773	\$76,567
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-8.6	10.0
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-10.8	10.6

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

Types of Services Funded (Fiscal Year 2014-15)

District Revenue Sources

In addition to general state funding, Palm Elementary receives federal Title I funding. Students receive intervention opportunities before, during and after school as provided by certificated teachers. Students in 3rd through 5th grade receive the services of one .4 certificated teacher who assists in meeting the needs of students at their instructional level during English Language Arts, Core and intervention instruction.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
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 (Most Recent Three Years)

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, Math, and ELA/ELD training and coaching was provided from Instructional Coaches for staff members, Technology and Curriculum professional growth opportunities in curriculum, teaching strategies, and methodologies were also provided. Teachers have also received site and conference training on Positive Behavior Interventions Supports, Boys Town Press, and CPI.

Palm School has 34 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 CTI 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 .16:700 students. The table lists the support service personnel available at Palm Elementary. Tier II and Tier III counseling services are provided for students needing 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 World Language Teachers possess a BCLAD certificate in the language of instruction.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, Palm Elementary had 25 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.