

Palm Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Palm Elementary School
Street	751 Palm Ave.
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-9579
Principal	Lora Roman
E-mail Address	lroman@beaumontusd.k12.ca.us
Web Site	https://palm-beaumont-ca.schoolloop.com/
CDS Code	33-66993-6031660

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (School Year 2017-18)

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 or be career ready. "Our Mission is to ensure that every student is valued, challenged, motivated and learning like a Champion!" Our instructional focus is that students will be able to construct viable arguments with increasing complexity, build upon others' ideas, and critique the reasoning of others, both orally and in writing, across content areas, using evidence from multiple sources.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	154
Grade 1	116
Grade 2	118
Grade 3	109
Grade 4	98
Grade 5	111
Total Enrollment	706

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.1
Asian	1.3
Filipino	1.3
Hispanic or Latino	75.5
Native Hawaiian or Pacific Islander	0.1
White	14.9
Two or More Races	1.4
Socioeconomically Disadvantaged	72.7
English Learners	38.1
Students with Disabilities	7.1
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	30	31	409
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 09/12/2017

Beaumont Unified held a public hearing on September 12, 2017, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units of Study Adoption Year 2016	Yes	0.0%
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, 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/07/2017				
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 of the most recent FIT report: 11/07/2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	41	49	47	48	48
Mathematics (grades 3-8 and 11)	22	26	33	33	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	319	99.69	41.07
Male	154	154	100	35.06
Female	166	165	99.4	46.67
Black or African American	22	22	100	27.27
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	237	236	99.58	36.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100	64.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	246	100	31.71
English Learners	129	129	100	34.11
Students with Disabilities	26	26	100	7.69
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	318	99.38	26.42
Male	154	154	100	25.32
Female	166	164	98.8	27.44
Black or African American	22	22	100	9.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	237	235	99.16	20.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100	52.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	246	245	99.59	20.82
English Learners	129	129	100	23.26
Students with Disabilities	26	26	100	3.85
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	42	50	49	47	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6	27.6	11.4

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 State priority: Parental Involvement (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 (School Year 2017-18)

Palm Elementary benefits greatly 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, chaperone field trips, organize fundraisers, and attend a variety of school activities throughout the year. Our Parent Teacher Committee and English Learner Advisory Committee are integral in promoting fundraiser like events for donations, organizing events, and celebrating student success. Our district provides "Parent Involvement" classes throughout the year that cover a wide range of topics. The school also benefits from several community partnerships, including support from our own local high school and its theater for school events and performances. We partner with local organizations who support our youth by providing opportunities to engage in a variety of sports including AYSO soccer, Pony league baseball, Self-Defense classes, Pass Jr. All-American football and Lions Club basketball. The Beaumont-Cherry Valley Parks and Recreation Department offers many child centered classes as well. The school also provides monthly newsletters, parent training, School Site Council, English Learner Advisory Committee meetings, and letters home to communicate the results of assessments in relation to their child's progress. Teachers provide weekly classroom updates, monthly reports and a report card each trimester. Our school celebrates Perfect Attendance on a daily, weekly, monthly and annual basis.

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.8	2.7	3.5	4.3	3.9	4.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Palm Elementary. The school is 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 11/9/17 by the School Site Council. All revisions were communicated to both the classified and certificated staff and parents serving 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 certificated staff, 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 event 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.

Federal Intervention Program (School Year 2017-18)

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	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	16	16	7		15	7	2		15	8	2	
1	22	2	12		24		5		23		5	
2	20	3	9		24	1	3		24		5	
3	25	3	9		25	2	2		27		4	
4	27	3	3	6	31		3		25	1	3	
5	32		3	6	33		2	2	28	1	1	2

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5812	581	5231	69851
District	N/A	N/A	3574	\$72,984
Percent Difference: School Site and District	N/A	N/A	46.4	-4.3
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-20.4	-6.2

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

Types of Services Funded (Fiscal Year 2016-17)

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 1st 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 and/or Math during intervention instruction. Another full time certificated teacher services World Language TK-5th grade to provide intervention in the language of instruction. The site also receives supplemental concentration dollars to support teacher/staff professional development, address student academic needs in all subject areas, and provide supplemental instructional materials.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,596	\$46,511
Mid-Range Teacher Salary	\$72,141	\$73,293
Highest Teacher Salary	\$98,434	\$92,082
Average Principal Salary (Elementary)	\$117,804	\$113,263
Average Principal Salary (Middle)	\$125,281	\$120,172
Average Principal Salary (High)	\$144,292	\$131,203
Superintendent Salary	\$205,446	\$213,732
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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)**Professional 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 Mathematics, Reading Language Arts, Technology, and English Language Arts/English Language Development. Training and coaching are provided by District Instructional Coaches. Technology and professional growth opportunities in curriculum, teaching strategies, and methodologies are also provided. Teachers also receive site and conference training on Positive Behavior Interventions Supports (PBIS), Boys Town Press, Advancement Via Individual Determination (AVID), BELIEF, i-Ready, Next Generation Science Standards (NGSS), Crisis Prevention Intervention (CPI), and All-District In-service Days.

Palm School has 34 Early Release Days designated as professional staff development/collaboration days. Site training topics are chosen based on student data, surveys, principal and teacher observations. Trainings include Data Analysis Protocols, English Learner Strategies, Close Reading, Math, administration of state and local assessments, AVID, NGSS, and technology training. All teachers receive the training and new teachers receive two years of California Teacher Induction (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 trainings are held after school, or on Early Release days. All staff is supported through coaching, professional development meetings, grade level, and site conversations about student data and progress.