# Palmyra Elementary School
## School Accountability Report Card
## Reported Using Data from the 2018-19 School Year
### Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

**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).

**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

### School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|---|---|
| **School Name** | Palmyra Elementary School |
| **Street** | 1325 E. Palmyra Ave. |
| **City, State, Zip** | Orange, CA 92866 |
| **Phone Number** | (714) 997-6207 |
| **Principal** | Brenna Godsey |
| **Email Address** | bgodsey@orangeusd.org |
| **Website** | http://www.orangeusd.org/palmyra |
| **County-District-School (CDS) Code** | 30-66621-6029888 |

| Entity | Contact Information |
|---|---|
| District Name | Orange Unified School District |
| Phone Number | (714) 628-4000 |
| Superintendent | Gunn Marie Hansen, Ph.D. |
| Email Address | ghansen@orangeusd.org |
| Website | www.orangeusd.org |

## School Description and Mission Statement (School Year 2019-20)

Palmyra Elementary School is one of 27 elementary schools in the Orange Unified School District.  It opened with 18 classrooms in 1952 and has now grown to thirty two classrooms/program spaces.  Palmyra is home to 384 diverse students from Kindergarten to sixth grade. Our families come from a range of socio-economic and ethnic backgrounds.  In addition, Palmyra is one of the GATE Magnet sites for the District.  It also houses the District's elementary S.U.C.S.E.S.S. (Systematic Utilization of Comprehensive Strategies for Ensuring Success) Program supporting students with autism.

Honored in 2016 as a California Gold Ribbon School and with the Title I Academic Achievement Award, Palmyra Elementary continues to ensure the progress of all students to their highest potential through incorporation of technology in the classroom, rigorous standards-based academic curriculum, and instruction supported by research-based pedagogy. Two key practices at Palmyra are the use of GLAD strategies and the implementation of a school-wide AVID structure.  The goal of our school-wide implementation of these strategies is to increase the collaboration, communication, creativity and critical thinking skills in daily instruction.  Palmyra School fosters and maintains a positive school culture by providing a warm and caring environment for all students.  Desirable student effort is recognized through a variety of programs including "Pinto Pride" tickets, monthly Student of the Month assemblies, and Perfect Attendance awards.  The school climate is enhanced through special assemblies and activities, many facilitated by parent volunteers and PTA funding.  The entire Palmyra community is committed to ensuring that all students learn and thrive.

Mission Statement:
Palmyra is a positive, inclusive learning environment that empowers each individual to develop as a life-long learner and productive member of society as a result of a partnership between the school, parents, and the community. The mission of Palmyra is to collaboratively focus on meeting and exceeding high standards of student achievement in a safe, welcoming community. We foster creative critical thinkers and motivated problem solvers who possess a strong work ethic, a growth-mindset, and the skills and abilities critical for success in middle and high school, college, and career.

## Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 41 |
| Grade 1 | 59 |
| Grade 2 | 43 |
| Grade 3 | 56 |
| Grade 4 | 65 |
| Grade 5 | 58 |
| Grade 6 | 60 |
| Total Enrollment | 382 |

## Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 1.8 |
| **Asian** | 3.7 |
| **Filipino** | 0.5 |
| **Hispanic or Latino** | 82.2 |
| **White** | 8.9 |
| **Two or More Races** | 2.1 |
| **Socioeconomically Disadvantaged** | 72.3 |
| **English Learners** | 39 |
| **Students with Disabilities** | 17.3 |
| **Foster Youth** | 0.3 |
| **Homeless** | 1 |

# 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| **With Full Credential** | 20 | 19 | 19 | 1122 |
| **Without Full Credential** | 0 | 1 | 1 | 5 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **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 2019-20)

**Year and month in which data were collected:** September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| **Mathematics** | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| **Science** | Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| **History-Social Science** | Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Health | Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students. | Yes | 0% |
| Visual and Performing Arts | Pearson Education/Scott Foresman Making Music Program adopted in 2005 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Palmyra Elementary purchased this curriculum for grade K-3 in 2008. | Yes | 0% |

## School Facility Conditions and Planned Improvements (Most Recent Year)

The classrooms and facilities at Palmyra Elementary School are clean and well maintained.  Two full time custodians, one for the day and night shift, work diligently to maintain the campus. Each quarter an inspection report of the school grounds is completed and documented.  Work orders are submitted for any areas identified as needing attention and records are kept in order to follow up on the progress of the projects.  District Ground crews maintain the gardening of Palmyra on a weekly basis.

The information in the following table was gathered during a school site inspection on August 28, 2019.

## 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

**Year and month of the most recent FIT report:** 8/28/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | 14: 2: Exterior vent louvers paint damaged 4: Hole in wall above sink 11: Aerosols stored under sink |
| **Interior:** Interior Surfaces | Poor | 14: 2: Exterior vent louvers paint damaged 4: Hole in wall above sink 11: Aerosols stored under sink<br>31: 4: Sink cabinet damaged 15: Window glazing deteriorating - north<br>33: 4: Sink cabinet and counter damaged 11: Aerosols stored under sink 15: Window glazing deteriorating |

| | | 34: 4: Sink cabinet damage 15: Window glazing deteriorating<br>42: 4: Sink cabinets damaged 12: Eaves have dry-rot, north; exposed roof truss has peeling paint, south<br>44: 4: Sink cabinet damaged 15: Window glazing deteriorating - north; BB gun holes in windows<br>54 Portable: 4: Window ledge paint flaking; backpack hook railing paint cracking 12: Skirting curling and damaged at ramp 15: Windows etched with graffiti<br>71 Portable: 4: Ceiling tiles sagging 12: Skirting and trim boards are checked and curling<br>Administration: 4: Light diffuser cracked 12: Stucco at entry damaged at bottom<br>Boy's R/R 30 Wing: 4: Paper towel dispenser is rusting and flaking<br>Cares Portable: 4: Ceiling tiles damaged 12: Skirting and siding damage and paint flaking; handrail is loose 15: Window screens damaged<br>Girl's R/R by 24: 4: Sinks rusting; feminine product trash cans are rusting/flaking flake 15: Windows etched with graffiti<br>K1: 4: Cabinets paint is flaking/peeling; door jambs paint damaged 12: Concrete outside of of K1-south |
|---|---|---|
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | 55 Portable: 7: Electrical outlet missing cover 12: Skirting is curling<br>61 Portable: 7: Electrical box cover missing 12: Skirting curling<br>K2: 7: Lights not working; need cover on exterior box outside of door 11: Chemicals stored under sink<br>Playground Game Storage: 7: Missing light switch cover; data box loose on wall 12: Stucco cracked-east |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | 22: 9: Fountain needs adjustment 11: Aerosols stored under sink |
| **Safety:** Fire Safety, Hazardous Materials | Good | 14: 2: Exterior vent louvers paint damaged 4: Hole in wall above sink 11: Aerosols stored under sink |

| | | |
|---|---|---|
| | | 22: 9: Fountain needs adjustment 11: Aerosols stored under sink<br>33: 4: Sink cabinet and counter damaged 11: Aerosols stored under sink 15: Window glazing deteriorating<br>K2: 7: Lights not working; need cover on exterior box outside of door 11: Chemicals stored under sink |
| **Structural:** Structural Damage, Roofs | Fair | 13: 12: Paint damage on backpack hook railing; stucco damaged on south wall<br>41: 4: Sink cabinets damaged 12: Fascia paint peeling - south; backpack hook railing and door frame have cracked and peeling paint<br>42: 4: Sink cabinets damaged 12: Eaves have dry-rot, north; exposed roof truss has peeling paint, south<br>51 Portable: 12: Skirting curling<br>54 Portable: 4: Window ledge paint flaking; backpack hook railing paint cracking 12: Skirting curling and damaged at ramp 15: Windows etched with graffiti<br>55 Portable: 7: Electrical outlet missing cover 12: Skirting is curling<br>61 Portable: 7: Electrical box cover missing 12: Skirting curling<br>62 Portable: 12: Skirting curling<br>64 Portable: 12: Door trim has dry-rot; backpack hook railing needs paint<br>71 Portable: 4: Ceiling tiles sagging 12: Skirting and trim boards are checked and curling<br>72 Portable: 12: Skirting and trim boards have dry-rot and curling<br>73 Portable: 12: Backpack hook railing has paint damage; skirting on ramp curling<br>74 Portable: 12: Rain gutters deteriorating - north<br>Administration: 4: Light diffuser cracked 12: Stucco at entry damaged at bottom<br>Cares Portable: 4: Ceiling tiles damaged 12: Skirting and siding damage and paint flaking; handrail is loose 15: Window screens damaged<br>K1: 4: Cabinets paint is flaking/peeling; door jambs paint damaged 12: Concrete outside of of K1-south<br>Playground Game Storage: 7: Missing light switch cover; data box loose on wall 12: Stucco cracked-east |

| | | |
|---|---|---|
| **External:** Playground/School Grounds, Windows/Doors/Gates/Fences | Fair | 31: 4: Sink cabinet damaged 15: Window glazing deteriorating - north
32: 15: Window glazing deteriorating; door jamb has dry-rot, north
33: 4: Sink cabinet and counter damaged 11: Aerosols stored under sink 15: Window glazing deteriorating
34: 4: Sink cabinet damage 15: Window glazing deteriorating
44: 4: Sink cabinet damaged 15: Window glazing deteriorating - north; BB gun holes in windows
52 Portable: 15: Window screens damaged
54 Portable: 4: Window ledge paint flaking; backpack hook railing paint cracking 12: Skirting curling and damaged at ramp 15: Windows etched with graffiti
Cares Portable: 4: Ceiling tiles damaged 12: Skirting and siding damage and paint flaking; handrail is loose 15: Window screens damaged
Girl's R/R by 24: 4: Sinks rusting; feminine product trash cans are rusting/flaking flake 15: Windows etched with graffiti |
| **Overall Rating** | Good | |

# 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 ELA and Mathematics for All Students
## Grades Three through Eight and Grade Eleven
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 52 | 58 | 57 | 57 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 38 | 45 | 43 | 44 | 38 | 39 |

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.

Note: 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.

## CAASPP Test Results in ELA by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 221 | 220 | 99.55 | 0.45 | 57.73 |
| Male | 107 | 106 | 99.07 | 0.93 | 51.89 |
| Female | 114 | 114 | 100.00 | 0.00 | 63.16 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 189 | 188 | 99.47 | 0.53 | 54.26 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 16 | 16 | 100.00 | 0.00 | 81.25 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 163 | 162 | 99.39 | 0.61 | 51.23 |
| English Learners | 140 | 139 | 99.29 | 0.71 | 51.80 |
| Students with Disabilities | 21 | 20 | 95.24 | 4.76 | 15.00 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 221 | 220 | 99.55 | 0.45 | 45.45 |
| Male | 107 | 106 | 99.07 | 0.93 | 49.06 |
| Female | 114 | 114 | 100.00 | 0.00 | 42.11 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 189 | 188 | 99.47 | 0.53 | 40.43 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 16 | 16 | 100.00 | 0.00 | 81.25 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 163 | 162 | 99.39 | 0.61 | 37.04 |
| English Learners | 140 | 139 | 99.29 | 0.71 | 37.41 |
| Students with Disabilities | 21 | 20 | 95.24 | 4.76 | 20.00 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 5 | 5.3 | 17.5 | 22.8 |

Note: 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.

# 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 school site.

## Opportunities for Parental Involvement (School Year 2019-20)

Parents, staff and students work collaboratively as a team to make Palmyra Elementary School an outstanding environment to learn, grow and develop new skills. At the beginning of the school year, the principal meets with the staff to prioritize steps to meet the needs of the school and community. Parents enjoy many opportunities to provide leadership and input by their involvement in SSC, ELAC, and PTA. An annual survey is conducted so all parents can evaluate and provide specific input on the programs and the effectiveness of the school in meeting their children's needs. Parent training is provided, in English and Spanish, on a variety of topics determined by the Instructional Leadership Team (ILT), ELAC, and SSC. Weekly School Messenger phone calls, regular posts on social media, Friday communication folders, and the OUSD Parent Portal (online grade book and attendance report) provide parents with regular communication from the school.

Parents support the school through numerous activities such as volunteering in the library and in the classroom, participating in PTA meetings and events, SSC, ELAC, and other school-related activities. Our PTA meets monthly to develop and plan activities that support teachers and students. They fund study trips, Art Masters, Red Ribbon Week activities, and teacher enrichment grants. Adult participation in school programs is always positive and adds to the success of all of our school programs. The School Site Council, with input from ELAC, helps develop and implement the School Plan for Student Achievement (SPSA) and determines the SPSA budget.

## 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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|------|------|------|------|------|------|------|------|------|------|
| **Suspensions** | 0.4 | 0.2 | 0.0 | 3.0 | 2.8 | 2.6 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

## School Safety Plan (School Year 2019-20)

Each of the district's schools develop and adopt, in accordance with Education Code 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, update their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of School and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Student safety is of great importance to all staff members at Palmyra. The entire perimeter of our school is secured with chain link fencing. During the school day, all gates are locked so that the only access to the school is through the front office. All parents and visitors sign in at the front desk and identification is checked when parents, or other adults, come to pick up students. Before school supervision is two-fold. As students enter the campus, a credentialed teacher is on duty at the main gate to greet students. Students proceed to the breakfast/lunch area, after entering the school, where two supervisors are present. During recesses, two certificated staff members are on duty. We employ four noon duty supervisors at lunch. As students leave school, credentialed teachers and the principal patrol all forms of egress. Our school is a very safe and positive place for children. In compliance with SB187, the safety committee has prepared a Safe School Action Plan that is (on file) in the school office and is available for perusal upon request. Our Safe School Action Plan was updated and reviewed in February 2019. A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically, to ensure preparedness in case of a disaster.

# 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.

## Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 24 | 1 | 2 | | 24 | 1 | 2 | | 22 | 1 | 2 | |
| 1 | 28 | | 1 | | 28 | | 1 | | 29 | | 1 | |
| 2 | 23 | 1 | 2 | | 19 | 1 | 1 | | 19 | 1 | 1 | |
| 3 | 32 | | 1 | | 31 | | 2 | | 22 | 1 | 2 | |
| 4 | 23 | 1 | 3 | | 20 | 2 | 1 | | 33 | | | 1 |
| 5 | 27 | | 2 | | 35 | | | 2 | 28 | | 2 | |
| 6 | 23 | 1 | 3 | | 29 | | 3 | | 24 | 1 | 3 | |
| Other** | | | | | 8 | 1 | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---|---|
| Academic Counselors* | .0 |

*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.

## Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.9 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $5547.62 | $284.46 | $5263.16 | $58053.61 |
| District | N/A | N/A | $6616.90 | $83,902.00 |
| Percent Difference - School Site and District | N/A | N/A | -22.8 | -36.4 |
| State | N/A | N/A | $7,506.64 | $82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -35.1 | -34.7 |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

## Types of Services Funded (Fiscal Year 2018-19)

Palmyra utilizes categorical funding to employ a full time Reading Resource Teacher. The Reading Resource teacher supports students who are scoring below grade level on reading assessments and assists with implementing the ELD program. Categorical funding also allows Palmyra to provide a Community Liaison to support parental involvement. Our Community Liaison coordinates the use of community resources for our parent community and serves as a interpreter for parents at meetings and conferences. After school tutoring and enrichment activities are also provided to support academic achievement and student engagement. Palmyra receives Title I, LCFF, and Lottery funds that are used to support these personnel and programs.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $45,901 | $48,612 |
| Mid-Range Teacher Salary | $79,070 | $74,676 |
| Highest Teacher Salary | $106,421 | $99,791 |
| Average Principal Salary (Elementary) | $129,252 | $125,830 |

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Average Principal Salary (Middle)** | $131,552 | $131,167 |
| **Average Principal Salary (High)** | $153,039 | $144,822 |
| **Superintendent Salary** | $256,476 | $275,796 |
| **Percent of Budget for Teacher Salaries** | 35% | 34% |
| **Percent of Budget for Administrative Salaries** | 5% | 5% |

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

## Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 26 | 26 | 26 |

Palmyra teachers participate in regular professional development opportunities that foster a collaborative and innovative culture.  The staff is focused on providing 21st Century learning opportunities within their classrooms for their students. The Wednesday modified day schedule is used effectively to support teacher collaboration within Professional Learning Communities and to provide Professional Development.  The focus of PLC meetings and Professional Development opportunities are developed collaboratively by the Instructional Leadership Team with input from all teachers.  Data from a variety of assessments is regularly reviewed and analyzed to provide student interventions and professional development for teachers (SBAC, Interim Assessments, Dibels, Envision Math assessments, ELPAC, etc).  Our professional development plan (as reflected in our SPSA) includes teachers receiving training, observing lessons of other teachers, and fostering  in-house experts.  Palmyra teachers have received training with a focus on the Common Core State Standards, ELA/Math curriculum resources, AVID, Write from the Beginning and Beyond, data analysis, GLAD strategies, ELD, and technology implementation in the classroom. Our GATE and Special Education teachers have also participated in additional training specific to their area of expertise.  For the last four years, Palmyra teachers have participated in the "Summer College for Kids" in collaboration with the California State University, Fullerton's Department of Reading and Literacy Education.  This summer program is a practical, hands-on learning opportunity for students and teachers.  Teachers attend training to learn literacy development strategies and then teach alongside University experts to gain valuable knowledge and feedback. The District's Curriculum, Special Programs, and Technology departments also provide a variety of training opportunities for teachers and administrators.