Palm Avenue Middle School

1017 Palm Ave. • Wasco, CA 93280 • (661) 758-7130 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Wasco Union Elementary School District
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MISSION STATEMENT
Provide a culture of high-quality, comprehensive, and meaningful education for all students

VISION
Believing in Educational Excellence for All

VALUES
Academics | Character | Leadership

SCHOOL GOALS
Goal #1 Improve ELA Achievement
Goal #2 Improve EL Proficiency
Goal #3 Improve Math Achievement
Goal #4 Safe & Engaging Learning Environment

WELCOMING OF THE PRINCIPAL
It is with great honor to welcome you to the 2019-2020 academic school year and to the new Palm Avenue Middle School - Home of the Panthers. As we open our doors for the first time on August 12, 2019, I am counting on you to make this the best opening year at Palm Avenue Middle School. We are here to support you every step of the way.

I am honored to be the new Principal of Palm Avenue Middle School. I have been entrusted with the development of the academic excellence of this school and enriching the quality of our student and school culture. Our school philosophy at Palm Avenue Middle School will always be to remain student-centered, teacher and staff focused, and community-minded.

As you start a new academic school year, take advantage of the many services available to help you achieve your full potential. I encourage you to get involved, to participate in student activities, and to develop in becoming an independent learner.

Supporting you is central to our vision at Palm Avenue Middle School. We are here to guide you as you become the best version of yourself.

Let's make it a great year. I will see you soon.

With warm regards,
Oscar Luna
Principal

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	112
Grade 2	91
Grade 3	96
Grade 4	87
Grade 5	103
Grade 6	96
Total Enrollment	699

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
Asian	1.6
Filipino	0.1
Hispanic or Latino	93.4
White	2.3
Two or More Races	0.6
Socioeconomically Disadvantaged	90.7
English Learners	34.2
Students with Disabilities	5.3
Foster Youth	0.3
Homeless	0.9

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 for Palm Avenue Middle	17-18	18-19	19-20
With Full Credential	28	28	31
Without Full Credential	4	3	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wasco Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Palm Avenue Middle School

Indicator	17-18	18-19	19-20
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)

All textbooks used in the core curriculum throughout Wasco Union Elementary School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials.

Textbooks and Instructional Materials
Year and month in which data were collected: 08/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Houghton Mifflin Harcourt: Collections California, (2017) Houghton Mifflin Harcourt: English 3D, California, (2017)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	McGraw Hill: Math Course, California (2015)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Accelerate Learning: STEM Scopes CA NGSS 3D Life & Physical Science (2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Mcgraw Hill: World History & Geography California, (2019)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Palm Avenue School provides a safe, clean environment for students, teachers, staff, and parents. Palm Avenue was built in 1959 and was modernized in 2019. All the facilities are up-to-date and provide adequate space for students and staff. The school consists of 24 permanent classrooms as well as 22 portable classrooms. The faculty strongly supports teaching and learning through its ample classroom and playground space, adequate office spaces, and a well-equipped staff resource room. A team of three full-time custodians and three part-time custodians to ensure classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis.

The table below shows the results of the most recent school-facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. All items noted in the table have been addressed. All facilities are inspected regularly to ensure that they are well-maintained and in good repair. Work orders are processed promptly to ensure efficient service and that emergency repairs are given the highest priority. At the time this report was compiled, 100 percent of restrooms on campus were in good working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 04/29/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	35	32	35	50	50
Math	23	22	18	22	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.1	12.1	5.1

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	380	98.70	34.74
Male	200	198	99.00	29.80
Female	185	182	98.38	40.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	356	351	98.60	34.19
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	347	342	98.56	33.63
English Learners	226	222	98.23	32.88
Students with Disabilities	23	22	95.65	13.64
Students Receiving Migrant Education Services	37	33	89.19	24.24
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	380	98.70	21.58
Male	200	198	99.00	21.72
Female	185	182	98.38	21.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	356	351	98.60	21.08
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	347	342	98.56	19.88
English Learners	226	222	98.23	17.57
Students with Disabilities	23	22	95.65	18.18
Students Receiving Migrant Education Services	37	33	89.19	18.18
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.

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)

OPPORTUNITIES FOR PARENT INVOLVEMENT
Palm Avenue Middle School encourages parents to become involved in supporting campus activities. If you would like to volunteer in one of our programs, please contact the Principal's Office at 661.758.7130.

SCHOOL SITE COUNCIL (SSC)
The School Site Council (SSC) is a group of teachers, parents, classified employees, and student(s) that works with the principal to develop, review and evaluate school improvement programs and school budgets. Representatives from each group are elected by their peers. Parents who are interested in running for an SSC position need to indicate they are interested on the appropriate form in the registration packet mailed home or at Back to School Night. The committee meets monthly during school.

ENGLISH LEARNER ADVISORY COUNCIL (ELAC)
The purpose of the English Learner Advisory Committee (ELAC) is to build the capacity of parents/guardians of English learners to assist in the education of their children. The committee will discuss and offer suggestions on the needs of English Learners, assist with developing a school needs survey, receive information about student(s) testing results, and recommend actions to support regular school attendance, among other topics. The committee will meet monthly throughout the school year.

PARENT UNIVERSITY
Palm Avenue Middle School partners with community agencies and organizations to offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources, and confidence.

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.

School Safety Plan

The Comprehensive School Safety Plan was developed for Palm Avenue Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bullying prevention policy. Regularly throughout the year, the school safety plan is reviewed, updated, and shared with school staff as needed and as a component of regular staff meetings.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, staff training programs, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

All staff share in the supervision of students throughout the day. As students enter the campus each morning, during lunch, and at dismissal, supervision is shared by school administrators, campus monitors, and assigned teachers. Each individual is either circulating throughout the campus, supervising entrances, or monitoring designated areas in an effort to maintain a secure and orderly environment. All parents and visitors are required to check-in at the main office upon arrival, obtain and wear a visitor's badge during their visit, and then return to the main office upon departure.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	1.4	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.1	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

* 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.

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	23	1	4		26	1	4		23	1	4	
1	22		4		26		4		22		5	
2	26		3		27		4		23		4	
3	25		4		23		4		24		4	
4	24		4		26		4		29		3	
5	27		4		23		4		26		4	
6	72		4	2	24	1	4		109	1	4	2
Other**	9	1			313	1		1	11	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.

Professional Development provided for Teachers

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

All curriculum and instructional improvement activities at Wasco Union Elementary School District are aligned to the California State Content Standards and Frameworks and the National Common Core Standards. District administration and school administrators work as a collaborative unit to identify and select staff development programs based upon results of the following data: Analysis of student performance on state CAASPP, ELPAC, Science CAST, Formative Assessment of Core Standards, in addition to other local measures. Staff development days were provided during the 2018-19 school year devoted to the following areas: Common Core State Standards, English Language Development, AVID, and new Science Curriculum. Department and grade-level teams meet weekly to align the curriculum to state and common core standards, analyze student performance data, evaluate and develop assessments, discuss student engagement strategies, and identify and share best teaching practices to improve instruction. The school's leadership team, comprised of core department chairs meets quarterly. The team identifies and selects staff development needs, as well as academic interventions, using results from data analysis, feedback from subject area and grade level cohort meetings, and identified student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,016	$49,378
Mid-Range Teacher Salary	$67,928	$77,190
Highest Teacher Salary	$83,490	$96,607
Average Principal Salary (ES)	$111,532	$122,074
Average Principal Salary (MS)	$107,861	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$152,235	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6209	758	5451	67291
District	N/A	N/A	2887	$67,536.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	61.5	-0.4
School Site/ State	-31.7	-14.3

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

In addition to general state funding, Wasco Union Elementary School Distrcit receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- LCAP Supplemental/LCAP Concentration
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, III
- Migrant Education

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.