



Palm Elementary

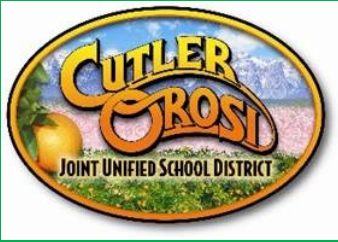
12915 Ave 419 • Orosi, CA 93647 • 559-528-4751 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Cutler-Orosi Joint Unified School District

12623 Ave 416

Orosi, CA 93647

559-528-4763

www.cojUSD.org

District Governing Board

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Mary Helen Espino, Board Vice
President

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District Administration

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Superintendent

Craig Drennan

**Assistant Superintendent
Administrative Services**

School Description

As we begin this new year, I wish everyone the greatest success as we welcome over 662 students to their educational journey of 2019-2020.

School Vision and Mission - Vision - Educating Minds, Inspiring Futures - All students will be college, career and community ready and prepared to compete in a global economy.

Goal 1: Achieve academic excellence and meet the needs of all students in a safe and supportive environment.

Goal 2: Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

Goal 3: Create efficient and effective systems that are innovative, accountable and proactive.

Mission Statement

Palm Elementary School is a culturally diverse community of students, parents, and staff striving to create a peaceful environment in which each person is treated with unconditional positive regard and acceptance. Within such an environment, students are empowered and inspired to reach their full academic, emotional, and physical potential in their development as lifelong learners. The staff at Palm Elementary is fully committed to implementing, utilizing, and overseeing an intensive, balanced, standards-based curriculum to ensure the success of each child. This annual report card to the school community shares valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state. A particular emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency in state standards and curriculum. Staff and parents work together to create a learning environment that has high academic expectations, promotes students' social, emotional, and physical development, teaches responsibility and pride, and models learning as a lifelong endeavor. We are excited about our school, its regular program, as well as our intervention programs, and welcome all to support our effort.

School Profile and Description:

Palm Elementary School is in the Cutler-Orosi Joint Unified School District. Palm has approximately 662 TK-5 students, 31 certificated staff members and 20 classified staff members. The staff at Palm School works diligently to constantly improve the educational experience for all students. The goal for the 2019-20 school year is to increase student achievement in ELA and Math sufficiently to meet local assessment and CAASPP growth targets for school wide and significant subgroups. Palm Elementary School is located in Orosi, situated in Tulare County and serves students in grades kindergarten through fifth following a traditional calendar. At the beginning of the 2019-20 school year, 662 students were enrolled, including 96.2% Socioeconomically Disadvantaged 47.3% English Learners, and Foster Youth 0.5 %.

This year we will continue to be shaped by our efforts to ensure that each student will be able to compete in a global economy. Our accomplishments have been monumental and we will continue our focus on teaching and learning so that our students graduate college, career, and community ready. While maintaining the implementation of the initiatives already in place, we will focus on addressing targeted social and emotional needs and attendance of every student. We also plan to enhance staff support and development in core content areas, augment individual and small group student support with additional tutors in our school. Hence, our school wide theme, #ROYAL STORY! The theme of story will be incorporated into curriculum in numerous ways as we investigate how each of us has our own personal narrative, how stories enhance empathy and understanding, and how stories passed down create history. Story has a natural relationship to language arts, and reading but also to each discipline including word problems in math, the story of a science experiment and the story of a work of art or a piece of music. I know that we can meet all of our initiatives because we have staff that believes in the promise of educational excellence.

To our parents, I do not need to remind you of how important your job is for our children at Palm School. Your students need your wisdom and your care. My hope is that through our invigorated Professional Learning Community, both you and our students will think of our school as a place where community of learners come together to do interesting consequential work. I hope that you attempt new things this year and that you challenge your students with hard and interesting questions. We, Palm School staff, will continue to provide the infrastructure and human capacity to support you to make great things happen.

In closing, I know each of us wants to make a difference in the lives of our students. I am confident that we will blaze a trail filled with success and accomplishment as, together, we launch the best year yet for Palm Elementary School. I look forward to a year filled with stories of great success and great learning. Thank you for your commitment to your child's education and I look forward to seeing each of you.

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	144
Grade 1	96
Grade 2	95
Grade 3	118
Grade 4	106
Grade 5	103
Total Enrollment	662

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	3.2
Hispanic or Latino	93.8
White	2.4
Socioeconomically Disadvantaged	96.2
English Learners	47.3
Students with Disabilities	5.1
Foster Youth	0.5
Homeless	4.5

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 Elementary	17-18	18-19	19-20
With Full Credential	24	25	27
Without Full Credential	4	9	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Cutler-Orosi Joint Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Palm Elementary

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	1

* 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)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Journeys 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Natural Geographic Science 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson History-Social Science for California 2018 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)

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The Principal and Lead Custodian inspects Palm Elementary School on a monthly basis. Palm Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, November 7, 2018 at 12:05 p.m. During the survey there were no noted deficiencies in the school inspection survey by the principal and lead custodian.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/07/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No known issues with gas leak. Our mechanical/HVAC systems are operating properly, and our sewer systems are in good order.
Interior: Interior Surfaces	Good	The interior surface in our buildings are in good condition.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Overall Palm Elementary School is clean and take precautionary actions to prevent pest/vermin infestation.
Electrical: Electrical	Good	No known issue with electrical.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Our restrooms, sink and fountains are in working condition.
Safety: Fire Safety, Hazardous Materials	Good	In good condition.
Structural: Structural Damage, Roofs	Good	In good condition.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No known issue in school grounds.
Overall Rating	Exemplary	Palm Elementary School meets most or all standards of good repair.

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	44	49	39	42	50	50
Math	41	50	34	36	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	25.2	25.2	7.8

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.

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	322	320	99.38	49.38
Male	168	167	99.40	43.11
Female	154	153	99.35	56.21
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	302	99.34	48.68
White	--	--	--	--
Socioeconomically Disadvantaged	315	313	99.37	49.20
English Learners	227	227	100.00	45.37
Students with Disabilities	22	22	100.00	9.09
Students Receiving Migrant Education Services	12	12	100.00	25.00
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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	322	320	99.38	50.00
Male	168	167	99.40	49.70
Female	154	153	99.35	50.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	302	99.34	49.34
White	--	--	--	--
Socioeconomically Disadvantaged	315	313	99.37	49.52
English Learners	227	227	100.00	49.78
Students with Disabilities	22	22	100.00	9.09
Students Receiving Migrant Education Services	12	12	100.00	33.33
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group (ELAC, SSC, and PTA/PTO), or simply attending school events. Parents stay informed of upcoming events and school activities through automated telephone messages, the school marquee, school event calendar, school notices, district and school websites. Contact the school office at (559) 528-4751 for more information on how to become involved in your child's learning environment.

Take advantage of one or all of the many opportunities to volunteer listed below:

Opportunities to volunteer- Chaperone, Classroom Helper, Library Assistant, Office Helper, Student Picture Day, Reading to Students, Evening Events, Charitable Causes for Students, PTA Events, Hearing/Vision Screenings, After School, GATE Activities, Family Fun Nights, School Projects Preparation, Canned Food Drive, Book Fairs and Field Trip.

Committees - English Learner Advisory Council, District English Learner Advisory Council, Parent Teacher Association/Parent teacher Organization. School Site Council, Positive Behavior Intervention & Support (PBIS) Committee.

School Activities- Back to School Night, Open House Student, Performances Awards Assemblies, GATE Programs, Monthly Family Fun Night Family, College and Career Guest Speakers, Book Talks, Educational & Enrichment Assemblies, Pennies for Patients, After School Intervention Programs, Student Leadership Team, Veteran's Day Parade, Before and After School Book Club, Reading Buddy Program

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 Site Safety Plan was developed for Palm Elementary School in collaboration with local agencies and the district office. 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, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in August 2019. Staff responsibilities and safety plan updates were discussed with staff in August 2019. Additionally, we ensure our school and grounds are safe. The staff monitors our campus before, during, and after school, and maintains monthly FIT (Facility Inspection Tool) reports. We strictly enforce an assertive discipline plan, keeping fighting and bullying to a minimum. We have an adequate number of playground supervisors during recess, and we routinely review playground safety rules with students. We conduct fire, earthquake, and emergency drills monthly. We implement PBIS (Positive Behavior Intervention Support) at our school. We emphasize positive reinforcement and good choices.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	0.8	5.9
Expulsions Rate	0.0	0.0	0.4

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*	662.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	6.2
Other	

* 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	22	2	4		22	1	5		24		6	
1	23		5		24		4		24		4	
2	24		4		21	2	3		24		4	
3	23		5		24		4		24		5	
4	31		3		29		4		27		4	
5	28		4		31		3		26		4	
Other**												

*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	4	4	4

Cutler-Orosi School District Professional Development is committed to supporting teacher learning and student learning with services designed by leading education experts (Cutler-Orosi Content Coaches and Tulare County Office of Education Staff). Palm School participate in a 2 hour monthly after school Extended Professional Development. Teachers were given professional development with on-site Common Core workshop to help teachers deepen their understanding of scientifically based instruction, build upon their own content knowledge, and learn to implement pedagogical best practices in the classroom. In addition, new teachers participate in the TIPS program. On-site support providers help teachers complete their requirements. Improving English Learner (EL) students and meeting the needs of all students through deployments is the focus of each teacher. Instructional Coaches are also utilized to improve the instruction of each teacher on the campus. Palm Elementary School devote one day in October to focus on reading instruction.

All training and curriculum development activities at Palm Elementary School revolve around the California State Standards. During the 2019-20 school year, Palm Elementary School will offer staff development training devoted to:

English Language Arts Essential Standards
Math Focus Essential Standards
Interim Assessments
Interactive/Engagement Strategies
Close Reading Lessons
Repeated Interactive Read Alouds (RIRA) with writing
Data Analysis
Professional Learning Communities
Technology Enrichment
Fountas and Pinnell Reading Instruction
English Learner Professional Development (Language Standards)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,108	\$46,208
Mid-Range Teacher Salary	\$71,804	\$72,218
Highest Teacher Salary	\$93,888	\$92,742
Average Principal Salary (ES)	\$120,739	\$134,864
Average Principal Salary (MS)	\$126,434	\$118,220
Average Principal Salary (HS)	\$140,943	\$127,356
Superintendent Salary	\$203,747	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	33%
Administrative Salaries	4%	6%

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

Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Accelerated Reader)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCAP

The majority of supplemental funds is comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,862.24	\$1,494.75	\$6,367.49	\$68,819.00
District	N/A	N/A	\$8,371.02	\$74,019.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.2	-7.3
School Site/ State	-16.4	-5.8

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.