Palms Elementary School

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

ABC Unified School District

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A Message from the Principal

As principal, I am pleased to introduce you to the Annual School Accountability Report Card for Palms Elementary School, also known as Palms Accelerated Learning Academy. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are excited to inform you about our mission, school programs and our progress towards continually improving Palms School.

As the Accelerated Learning Magnet school in ABC, our mission is to prepare ALL of our students for middle school, high school and beyond and to create a college and career ready culture at Palms.

Palms Academy, located in the city of Lakewood, serves approximately 620 students, Transitional Kindergarten-6th grades. Palms is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

The vision of Palms Accelerated Learning Academy is that all students:
- excel in a challenging and rigorous curriculum
- effectively use critical thinking and problem-solving skills
- work in collaborative and cooperative groups
- express creativity via the arts and technology
- articulate their learning through written and oral communication across the curriculum
- make connections between their learning and the real world
- develop confidence in one's own learning and potential …

so that they are prepared for success in college and their chosen careers.

Our Accelerated Learning magnet program features the following:
- AVID Elementary – special focus on WICOR strategies: Writing to Learn, Inquiry, Collaboration, Organization, Reading to Learn and emphasis on college & career readiness
- Accelerated Learning Lab for all students, TK-6th grade
- College & Career Ready School Culture
- iPad technology use for students in the Accelerated Learning Lab and Technology Media Lab;1:1 mobile devices for Grades K-6 (iPads, Chrome books)
- Ongoing professional development for teachers in the areas of: instructional technology, common core standards, NGSS, Thinking Maps, Equity, Accelerated Learning, AVID Elementary
- "Parent University" Workshop Series – workshops for parents focused on Technology, PBIS, Math, reading as well as other education related topics

Palms utilizes all available resources to enable students to become life-long learners who possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment. Individual academic and social needs of staff and students are met, creating a desirable environment where all participants are successful. Not only do we want to focus on student achievement, we want Palms' students to be excellent in character. We expect students to follow our "3-BE's": Be Safe, Be Respectful and Be Responsible. We implement PBIS (Positive Behavior Intervention & Supports) , a framework to help refine our school-wide behavior plan and transform our school climate into one that is more positive and safe for all students. Palms is also a PeaceBuilder school; our students learn how to build peace at home, at school, and in their community. All students recite the Palms Pledge at our weekly Spirit Assemblies where we celebrate our Puma pride. "Today has been given to be fresh and new. I can learn from it or throw it away. I will choose to do my best in thoughts, words and actions. Today I will be a STAR! I will stop, think and act safely, respectfully and responsibly."

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	93
Grade 1	84
Grade 2	94
Grade 3	97
Grade 4	87
Grade 5	97
Grade 6	105
Total Enrollment	657

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.5
Asian	4.6
Filipino	10.2
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	1.4
White	7
Two or More Races	2.1
Socioeconomically Disadvantaged	70.5
English Learners	20.2
Students with Disabilities	13.7
Foster Youth	0.3
Homeless	1.2

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 Palms Elementary	17-18	18-19	19-20
With Full Credential	26	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	25
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Palms Elementary 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.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sonday System **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series **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)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 05/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Fair	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	**Good**	All the above areas were repaired and/or addressed. Overall condition of the school can be desciibed as 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	45	66	66	50	50
Math	38	38	54	55	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	22.3	14.9	13.8

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	382	378	98.95	45.36
Male	191	190	99.48	40.21
Female	191	188	98.43	50.53
Black or African American	51	49	96.08	46.94
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	76.19
Filipino	41	41	100.00	73.17
Hispanic or Latino	215	214	99.53	35.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	50.00
Two or More Races	15	15	100.00	46.67
Socioeconomically Disadvantaged	269	265	98.51	39.77
English Learners	113	112	99.12	46.43
Students with Disabilities	69	69	100.00	14.71
Students Receiving Migrant Education Services	23	23	100.00	43.48
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	382	378	98.95	38.10
Male	191	190	99.48	33.16
Female	191	188	98.43	43.09
Black or African American	51	49	96.08	28.57
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	85.71
Filipino	41	41	100.00	58.54
Hispanic or Latino	215	214	99.53	28.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	50.00
Two or More Races	15	15	100.00	46.67
Socioeconomically Disadvantaged	269	265	98.51	31.32
English Learners	113	112	99.12	36.61
Students with Disabilities	69	69	100.00	10.14
Students Receiving Migrant Education Services	23	23	100.00	34.78
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)
Parents and community members are very supportive of the educational program at Palms Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with students' needs and comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate on one or more of the following committees or organizations:
• Parent Teacher Association (PTA)
• School Site Council
• Volunteering in or out of the classrooms
• English Language Advisory Committee (ELAC)
• District Advisory Committees (LCAP, Title 1)
• Parent Workshops and Family NIghts

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school plan, to discuss the effectiveness of our programs for student achievement, and to act as a liaison between the community and the school.

We understand the link between the home and school is essential and we appreciate the parental support we receive through School Site Council, PTA, and the Parent Volunteer Program. Parents are encouraged to attend monthly PTA meetings and are kept informed through the school website, PeachJar, emails, Facebook page and Twitter page.

Volunteers are welcome. Volunteers assist in classrooms, on the playground, as members of leadership groups, and with special events such as field trips and family nights. Parent education opportunities are provided through meetings and workshops. Parents are our partners in educating children. This partnership produces students who are eager to learn and achieve success.

Numerous programs are enriched by the generous contributions made by the following organizations to Palms Academy:

- Palms PTA
- City of Lakewood
- Lakewood Schools Committee
- Lakewood Education Foundation
- City of Hawaiian Gardens
- ABC Education Foundation
- Cerritos Center for the Performing Arts
- Lakewood Rotary Club
- Pizza Hut
- Aquarium of the Pacific
- Lakewood Sheriff's Department
- Chuck E. Cheese
- Lifetouch Photos
- *Whitney Key Club

We look forward to continuing our positive relationship with our community partners as we work together to make the school year successful for every child.

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

Palms Academy provides a safe, clean environment for students, staff and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:
- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils and school employees to and from school
- Safe and orderly school environment
- School rules and procedures

The school evaluates the plan annually and updates it as needed with the approval of the School Site Council. An updated copy is available to the public in the school office.

Palms Academy is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as SBAC testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.

Date of Last Review/Update: October 2019

Date Last Reviewed with Staff: October 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.3	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
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	3.0

* 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.

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		4		22	1	3		23		4	
1	30		3		25		3		27		3	
2	26		3		27		3		30		3	
3	23	1	4		23		4		31		3	
4	32		3		30		3		28		3	
5	30		3		31		3		30		3	
6	26	1	3		27	1	3		29	1	1	2
Other**					11	1			12	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		11	22

Our teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of what our students need. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. Goals and action plans are included in our School Plan for Student Achievement. Staff members build teaching skills and concepts by participating in professional development throughout the year and by sharing their experiences and knowledge with colleagues.

School-wide professional development focus areas at Palms include Common Core standards, technology, math training, Thinking Maps and Write From the Beginning and Beyond, Instructional Technology, AVID Elementary, and Positive Behavioral Interventions and Supports (PBIS). The district also provides professional development specifically in the area of the Common Core standards (Math and English Language Arts/ELD, GATE, and NGSS standards.The district conducts Coaching in ELA/ ELD.

Site teacher leaders work closely with the principal to plan and present professional development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,310	$51,374
Mid-Range Teacher Salary	$76,353	$80,151
Highest Teacher Salary	$103,681	$100,143
Average Principal Salary (ES)	$126,865	$126,896
Average Principal Salary (MS)	$126,865	$133,668
Average Principal Salary (HS)	$145,416	$143,746
Superintendent Salary	$243,357	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

*   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	5861	372.05	5489.45	83862
District	N/A	N/A	6155	$82,836.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.4	-1.5
School Site/ State	-31.7	0.3

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

The total district expenditures for all school sites for FY 2018-19 was $238,852,566.89- The district spent $8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Palms Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for ABC Unified School District	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.