

# Palm Innovation Academy

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2021-22 School Contact Information

<b>School Name</b>	Palm Innovation Academy
<b>Street</b>	751 Palm Ave.
<b>City, State, Zip</b>	Beaumont, CA 92223
<b>Phone Number</b>	(951) 845-9579
<b>Principal</b>	Lora Roman
<b>Email Address</b>	lroman@beaumontusd.k12.ca.us
<b>School Website</b>	<a href="https://pia.beaumontusd.us/">https://pia.beaumontusd.us/</a>
<b>County-District-School (CDS) Code</b>	33-66993-6031660

## 2021-22 District Contact Information

<b>District Name</b>	Beaumont Unified School District
<b>Phone Number</b>	(951) 845-1631
<b>Superintendent</b>	Mays Kakish
<b>Email Address</b>	mkakish@beaumontusd.k12.ca.us
<b>District Website Address</b>	<a href="https://www.beaumontusd.us/">https://www.beaumontusd.us/</a>

## 2021-22 School Overview

Palm Innovation Academy (PIA) was originally built in 1940 and is located in the city of Beaumont, California, which lies in the beautiful San Geronio Mountain Pass Area. As one of seven elementary schools in the Beaumont Unified School District, we serve approximately 409 students in TK-5 on a traditional schedule. We also serve approximately 100 early childhood students in our Special Education Intervention Program. The school employs sixteen general education teachers, one intervention teacher for students in grades TK-5, two and a half specialized academic instructors providing support to students with an Individual Educational Plan (IEP), three early childhood intervention teachers for students on an IEP, two part-time bilingual aides, one full-time counselor, one full-time library technician, one part-time band teacher, one full-time speech and language pathologist, one half-time school psychologist, two full-time administrators, and 50 support personnel. After-school supervision is provided by two supervisors in the After School Education and Safety (ASES) program for children during non-school hours.

**Vision:** We provide opportunities for ALL students to persevere in achieving lifelong goals and contribute to a global community.

**Mission:** We are caring citizens, we are solution seekers, and we are innovative leaders.

The school features enrichment activities for various grade levels which include Associated Student Body, PIA Singers, and grade-level clubs (i.e. dance, character design, engineering, podcasting). We strive for a 21st-century learning environment and we are in our second year implementing the Science, Technology, Engineering, and Mathematics (STEM) program. We provide opportunities for students to collaborate, be creative, think critically, and communicate through hands-on work and instruction. We are committed to developing innovators, connected to STEM fields, who solve real-world problems, and participate in a robust digital learning environment that develops skills and knowledge necessary to succeed in their choice of college or career. All STEM teachers are provided professional development to facilitate this teaching and learning.

## 2021-22 School Overview

Additionally, to promote positive school culture, PIA is a "Leader in Me" school that supports students socially and emotionally. "Leader in Me", a school-wide program from FranklinCovey Co., starts from a powerful premise that every child possesses unique strengths and has the ability to be a leader, which shapes the views of staff to value and develop the whole child.

Palm Innovation Academy, in cooperation with parents and the community, provides a safe and caring learning environment that will challenge and encourage the intellectual, physical, emotional, and social capabilities of each student. In an effort to do so, the stakeholders at PIA have established three primary goals:

1. Palm Innovation Academy will ensure a positive climate and culture by engaging all staff, students, and families in support of students' academic, mental, and social-emotional well-being.
2. Palm Innovation Academy will provide a comprehensive course of study which will increase academic and social-emotional learning for our students. Staff will use student performance data to improve academic achievement, increase college/career readiness, and support all students including those who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education.
3. Palm Innovation Academy will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified, and substitute employees and maintaining the District facilities for the benefit of the students.

The three goals will be measured by the following progress indicators:

Attendance Rate  
Chronic Absenteeism  
Suspension Rates  
CA Healthy Kids Survey  
The Leader in Me Framework Survey  
California Assessment of Student Performance and Progress (CAASPP) Results for ELA and Math  
CA Science Test (CAST) results from students in grade 5  
English Learner Progress  
i-Ready Intervention Screener (Lexile Growth)  
Classroom Walkthroughs  
Teacher Credentialing  
Sufficient Access to standards-aligned instructional materials  
School Facility Rating  
Panorama (Social and Emotional Learning survey data)

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	76
Grade 2	84
Grade 3	61
Grade 4	70
Grade 5	66
Total Enrollment	448

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	0.9
Black or African American	10.9
Filipino	0.9
Hispanic or Latino	69.6
Two or More Races	2.2
White	15
English Learners	16.7
Foster Youth	5.1
Homeless	1.8
Socioeconomically Disadvantaged	75.2
Students with Disabilities	13.4

### A. Conditions of Learning

#### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Beaumont Unified School District (BUSD) held a public hearing on September 14, 2021, and determined that each school had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and other standards-aligned instructional materials are adopted according to a cycle developed by the CDE, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Palm Innovation Academy verified all students had their instructional materials and textbooks on August 2, 2021. This information was discussed with staff during back-to-school collaboration.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Adoption Year 2018	Yes	0.0%
Mathematics	Mathematics Units of Study- Engage New York, Zearn, and ST Math Adoption Year 2014	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

## School Facility Conditions and Planned Improvements

Palm Innovation Academy was originally constructed in 1940 and is comprised of thirty-one classrooms, one multipurpose room, one cafeteria, one library, two staff lounges, and two playgrounds. Cleaning Process: The principal works daily with the custodial staff of one full-time day custodian, one full-time night custodian, and one part-time night custodian to ensure the site follows all state and federal mandates for campus cleanliness. The District's Board of Trustees has adopted cleaning standards for all schools in the District. A summary of these standards are available at the Educational Support Facility for review. Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school Districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

12/06/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	228	NT	NT	NT	NT
<b>Female</b>	107	NT	NT	NT	NT
<b>Male</b>	121	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	26	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	157	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	35	NT	NT	NT	NT
<b>English Learners</b>	43	NT	NT	NT	NT
<b>Foster Youth</b>	12	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	173	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	NT	NT	NT	NT
Female	107	NT	NT	NT	NT
Male	121	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	26	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	157	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	12	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	491	448	91%	9%	40.2%
Female	236	214	91%	9%	38.8%
Male	255	234	92%	8	41.5%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	52	47	90%	10%	36.20%
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	342	311	91%	9%	37.90%
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	72	66	92%	8%	47.00%
<b>English Learners</b>	102	94	92%	8%	36.20%
<b>Foster Youth</b>	15	14	93%	7%	7.10%
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	14	14	100%	0%	64.30%
<b>Socioeconomically Disadvantaged</b>	425	367	86%	14%	35.69%
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	72	68	94%	6%	13.20%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	491	448	91%	9%	30.60%
<b>Female</b>	236	216	92%	8%	27.30%
<b>Male</b>	255	232	91%	9%	33.06%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	52	44	85%	15%	27.30%
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	342	314	92%	8%	27.70%
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	72	67	93%	7%	22.20%
<b>English Learners</b>	102	93	91%	7%	35.80%
<b>Foster Youth</b>	15	13	87%	13%	7.70%%
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	14	14	100%	0%	42.90%
<b>Socioeconomically Disadvantaged</b>	425	366	86%	14%	27.32%
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	72	65	90%	10%	9.20%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	73	NT	NT	NT	NT
<b>Female</b>	30	NT	NT	NT	NT
<b>Male</b>	43	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	48	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	14	NT	NT	NT	NT
<b>English Learners</b>	12	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	57	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Palm Innovation Academy benefits greatly from its supportive parents who are partners with us in their child's education. The school has parent volunteers who assist in classrooms, chaperone field trips, organize fundraisers, and attend a variety of school activities throughout the year. Our Associated Student Body, the English Learner Advisory Committee (ELAC), and School Site Council (SSC) are integral in promoting fundraiser events for donations, organizing events, and celebrating student success. Our district provides parent involvement classes throughout the year that cover a wide range of topics. The school also benefits from several community partnerships, including support from Chatiny Community Center for school events and performances. We partner with local organizations that support our youth by providing opportunities to engage in a variety of sports and community partnerships that contribute to our monthly academic awards. The school also provides updates on ParentSquare regarding parent training, SSC meetings, ELAC meetings. If needed, PIA will send letters home to communicate the results of assessments in relation to their child's progress. Teachers provide weekly classroom updates and report cards each trimester to parents/guardians. Our school celebrates perfect attendance on a daily, weekly, monthly, and annual basis.

##### Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Palm Innovation Academy at (951) 845-9579 or find us on the web at <http://www.pia.beaumontusd.us>

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	569	528	110	20.8
Female	273	255	52	20.4
Male	296	273	58	21.2
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	0	0.0
Black or African American	65	64	17	26.6
Filipino	5	5	0	0.0
Hispanic or Latino	375	355	75	21.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	12	3	25.0
White	100	83	15	18.1
English Learners	100	99	15	15.2
Foster Youth	35	33	10	30.3
Homeless	15	15	8	53.3
Socioeconomically Disadvantaged	403	386	94	24.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	30	30.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.74	0.00	2.64	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.82	1.24	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

The safety of students and staff is a primary concern of PIA. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and approved on March 1, 2021, by the School Site Council and approved by the BUSD Board of Trustees on April 13, 2021. All revisions were communicated to both the classified and certificated staff and parents serving on various on-site committees. Our next revision will occur during the 2021-2022 school year and will be brought to the Board of Trustees on or before March 1, 2022. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock-down drills are held at least once a year. Students are supervised before and after school by certificated staff, classified staff, and administration. Classified staff supervises students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in through our Raptor system at the front office and wear a badge while on campus. There is one egress and ingress point located on campus for daily operation; more are used in the event of an emergency. All rooms have evacuation maps posted next to the interior door.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	
1	24		2	
2	24		3	
3	21	1	2	
4	33		1	1
5	23		3	
6				
Other	4	1		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	3	
1	17	2	4	
2	18	1	2	
3	21	1	3	
4	25	1	2	
5	16	3	2	
6				
Other	3	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	19	4		
2	21	2	2	
3	20	3		
4	23	1	2	
5	22	1	2	
6				
Other	4	1		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,340.23	\$841.79	\$7,498.44	\$80,674.71
District	N/A	N/A	\$7,112.82	\$82,416
Percent Difference - School Site and District	N/A	N/A	5.3	-2.1
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-11.9	-6.8

## 2020-21 Types of Services Funded

### District Revenue Sources

In addition to general state funding, PIA receives federal Title I funding. Students receive reading intervention opportunities during school provided by a certificated teacher. A team of classified and certificated staff attended the online Equity Conference. All teachers attended professional development opportunities in Science, Technology, Engineering, and Math for our STEM program utilizing the Discovery Ed Curriculum. Staff received Leader in Me professional learning in the virtual setting.

Note that while this description is accurate for the referenced year (2020-21).

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,021	\$52,562
<b>Mid-Range Teacher Salary</b>	\$78,847	\$83,575
<b>Highest Teacher Salary</b>	\$107,585	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$131,563	\$131,875
<b>Average Principal Salary (Middle)</b>	\$141,688	\$137,852
<b>Average Principal Salary (High)</b>	\$157,706	\$150,626
<b>Superintendent Salary</b>	\$260,535	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

### Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offered training for Mathematics, Reading Language Arts, Technology, and English Language Arts/English Language Development. Training and coaching are provided by District Instructional Coaches. Technology and professional growth opportunities in the curriculum, teaching strategies, and methodologies are also provided. Teachers also receive site and conference training on Positive Behavior Interventions Supports (PBIS), Professional Crisis Management (PCM), Advancement Via Individual Determination (AVID), Blueprints for Effective Leadership and Instruction for our English Learners' Future (BELIEF), i-Ready, Next Generation Science Standards (NGSS), and district-wide professional development days. All teachers receive six days of professional development opportunities in Science, Technology, Engineering, and Math for our STEM program. All teachers at each grade level receive co-plan/co-teach professional development. Staff receives one day of Leader in Me professional learning.

Palm Innovation Academy has 35 Early Release Days designated as professional staff development/collaboration days. Site training topics are chosen based on student data, surveys, principal, and teacher observations. Training includes Data Analysis Protocols, English Learner Strategies, Close Reading, Foundational Literacy Skills Routines, Standards for Mathematical Practice, administration of state and local assessments, AVID, NGSS, STEM, Leader in Me, and technology training. All teachers receive the training. Newly credentialed teachers participate in a teacher induction program from the Center for Teacher Innovation (managed by the Riverside County Office of Education). Paraprofessionals receive training on meeting the needs of English Learners, PBIS, the safety of students, and literacy strategies, either on-site or at other District facilities. All support staff is offered training through the district departments on a bi-annual basis. All staff is supported through coaching, professional development meetings, grade level, and site conversations about student data and progress.

2019-2020: STEM, Leader in Me, Foundational Literacy Skills Routines were the primary focus for staff development. It was important to implement consistent literacy skills routines in every classroom TK-2.

2020-2021: STEM, Leader in Me, Foundational Literacy Skills Routines, and Pedagogy for Online Instruction (e.g. Google Environment, Flipgrid, Peardeck, EdPuzzle, JamBoard, WeVideo) were the primary focus for staff development. There was a need for the most common and/or effective teaching practices to support distance learning.

2021-2022: STEM (Discovery Ed and Project Lead the Way), Leader in Me, Foundational Literacy Skills Routines, Panorama (Survey and resources to support SEL), Smarter Balanced Assessment Consortium (SBAC) were the primary focus for staff development

The number of school days dedicated to "Staff Development and Continuous Improvement" depends on the role of the staff member (i.e. teacher, innovator, paraprofessional, campus security, lighthouse committee).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

# Beaumont Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Beaumont Unified School District
<b>Phone Number</b>	(951) 845-1631
<b>Superintendent</b>	Mays Kakish
<b>Email Address</b>	mkakish@beaumontusd.k12.ca.us
<b>District Website Address</b>	<a href="https://www.beaumontusd.us/">https://www.beaumontusd.us/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5671	447	7.88	92.12	59.56
<b>Female</b>	2706	229	8.46	91.54	62.98
<b>Male</b>	2965	218	7.35	92.65	56.10
<b>American Indian or Alaska Native</b>	32	1	--	96.87	--
<b>Asian</b>	159	22	13.84	86.16	63.64
<b>Black or African American</b>	364	26	7.14	92.86	43.48
<b>Filipino</b>	156	14	8.97	91.03	76.92
<b>Hispanic or Latino</b>	3275	257	7.85	92.15	57.02
<b>Native Hawaiian or Pacific Islander</b>	13	0	0.00	100.00	--
<b>Two or More Races</b>	267	24	8.99	91.01	69.57
<b>White</b>	1405	103	7.33	92.67	63.54
<b>English Learners</b>	505	23	4.55	95.45	27.78
<b>Foster Youth</b>	96	2	2.08	97.92	--
<b>Homeless</b>	36	2	5.56	94.44	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3222	231	7.17	92.83	55.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	804	30	3.73	96.27	11.11

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5672	403	7.11	92.89	32.23
Female	2706	204	7.54	92.46	30.94
Male	2966	199	6.71	93.29	33.52
American Indian or Alaska Native	32	0	--	100.00	--
Asian	159	18	11.32	88.68	44.44
Black or African American	364	21	5.77	94.23	22.22
Filipino	156	13	8.33	91.67	41.67
Hispanic or Latino	3276	235	7.17	92.83	24.64
Native Hawaiian or Pacific Islander	13	0	0.00	100.00	--
Two or More Races	267	20	7.49	92.51	47.37
White	1405	96	6.83		44.94
English Learners	505	22	4.36	95.64	0.00
Foster Youth	97	1	1.03	98.97	--
Homeless	36	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3222	203	6.30	93.70	29.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	804	25	3.11	96.89	13.64

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.