Palm Tree Elementary
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2022-23 School Contact Information

School Name	Palm Tree Elementary
Street	326 East Avenue R
City, State, Zip	Palmdale, CA 93550-5208
Phone Number	(661) 265-9357
Principal	Laura T. Cervantes
Email Address	LTCervantes@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4469
County-District-School (CDS) Code	19648576107635

2022-23 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website Address	www.palmdalesd.org

2022-23 School Overview

Palm Tree Elementary School is one of twenty-eight schools in the Palmdale School District and is located in a low socio-economic status area. Palm Tree serves a diverse community of approximately 507 students in grades Transitional Kindergarten through Fifth. This diverse population includes about 78% Hispanic, 15% African American, 2% White, 2% Asian and 3% Other. Many of our Kindergartners come from the Head Start Preschool located on site.

Palm Tree has 24 classroom teachers on staff, all of whom have full credentials and hold CLAD/BCLAD certification. Within this group, we have 4 Special Day Class Teachers, 1 Resource Specialist Teachers, 1 Speech Language Pathologist, a School Psychologist position, a Physical Education Teacher and 9 Special Education Instructional Assistants assignments. We also have a Learning Support Teacher, 6 Instructional Aides and 3 Bilingual-Instructional Aides assignments who provide additional support to our staff and students.

We have incorporated a variety of intervention programs and extended learning opportunities for our students to help address their academic and individual needs. Selection for intervention is based on results of California, District, and common formative assessments. Referred students in grades K through 5 are assessed and diagnosed, intervention is prescribed, progress is monitored, and changes in program are made when necessary.

Palm Tree is committed to the teaching practices and pedagogues that are an integral part of being a California State Standards based curriculum school. We firmly believe in the value of building a professional learning community, and are continuously evaluating, collaborating, and communicating what is essential to achieving this goal.

"Palm Tree, An Oasis of Education."

School Mission:
Palm Tree is a community creating life-long learners in an O.A.S.I.S. of education.
Where students are:
Optimistic
Accountable (respectful)
Safe
Inclusive (All means all)
Self-controlled (responsible)

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	72
Grade 2	77
Grade 3	67
Grade 4	84
Grade 5	84
Total Enrollment	508

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	1.2
Asian	0.2
Black or African American	12.6
Filipino	1.2
Hispanic or Latino	79.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.0
White	2.8
English Learners	22.8
Foster Youth	5.1
Homeless	0.0
Migrant	0.4
Socioeconomically Disadvantaged	92.9
Students with Disabilities	16.9

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.40	80.95	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	3.50	14.88	50.10	5.56	18854.30	6.86
Total Teaching Positions	23.90	100.00	902.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.20	82.76	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	11.82	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	1.10	5.41	27.30	3.03	15831.90	5.67
Total Teaching Positions	21.90	100.00	902.00	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.60

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0

Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements

A priority for Palm Tree School is to provide a safe, secure, and clean environment for learning. The school is comprised of 37 classrooms, one computer lab, a Maker Space Classroom, a library, a speech room, and an Intervention classroom. The computer lab supports F2B, Imagine Learning, educational websites and SBAC technologies. There are two administrative offices, a conference room, a main reception area, health office and a cafeteria for meals and assemblies. The cafeteria staff serves lunch daily to over 536 students. We are a Breakfast in the Classroom school. Our custodial staff maintains each classroom and other school facilities. In addition, our students help keep the campus clean as part of our Campus Beautification program. Currently, we are in need of new playground equipment.

Year and month of the most recent FIT report	June 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	14	N/A	33

2021-22 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.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	240	99.59	0.41	23.33
Female	135	134	99.26	0.74	23.88
Male	106	106	100.00	0.00	22.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	31	31	100.00	0.00	19.35
Filipino	--	--	--	--	--
Hispanic or Latino	199	198	99.50	0.50	23.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	54	98.18	1.82	18.52
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	223	223	100.00	0.00	23.32
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	0.00

2021-22 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.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	240	99.59	0.41	17.15
Female	135	134	99.26	0.74	11.94
Male	106	106	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	31	31	100.00	0.00	6.45
Filipino	--	--	--	--	--
Hispanic or Latino	199	198	99.50	0.50	17.77
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	55	100.00	0.00	10.91
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	223	222	99.55	0.45	15.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	17.39

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	6.33	NT	13.34	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	79	100	0	6.33
Female	41	41	100	0	4.88
Male	38	38	100	0	7.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	66	66	100	0	7.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	19	19	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	73	100	0	6.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	84.81	84.81	88.61	91.14	83.54

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.

2022-23 Opportunities for Parental Involvement

Parent Involvement: Palm Tree encourages active participation in their child's education through the following: Back 2 School Nights, Parent Conference nights, Family Activity Nights, Volunteering, and Family Literacy Nights classes.

Parenting Partners creates partnerships between parents, students and educators to further students' academic success. The Parent Engagement Education Program educates parents on how to foster a positive educational environment for their children both at home and at school. The program lasts ten weeks and is free to parents. Parents learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location for homework; creating ongoing dialogue with their kids' surrounding their academic successes and challenges; discussing children's college expectations, and much more. Classes are taught in English and Spanish.

We have a fully functioning Family/Parent Center. This center is managed by a Parent Community Liaison (PCL) who conducts parent activities/classes such as: Family Literacy Nights and English Learner Strategies Workshops in Listening,Speaking, Reading and Writing. Our PCL assists with parent meetings such as: English Language Advisory Committee, African American Parenting Advisory Committee, School Site Council, Gifted and Talented Education (GATE) Parent Meetings, Coffee with the Administrative Team, etc. Our PCL develops positive school to home relationships with our parents and partners with our bilingual typist clerk to address attendance concerns with parents.

Our Family Literacy nights are led by the Parent Community Liaison, the Assistant Principal or the Principal and parents trained to deliver the series of classes. The program teaches parents how to provide a positive environment for children both in school and at home by providing positive parent strategies in challenging situations.

Palm Tree's Parent Community Liaison works with classroom teachers and the administrative team to provide a bridge between home and school. Both our PCL and all office personnel including a bilingual typist clerk are in regular communication with parents, including parent square messaged, phone calls, translating written communication from the classroom, facilitating parent-teacher meetings, and in normal times, providing regular parent education classes during to help parents promote their students' academic and social success. Our Bilingual Typist Clerk also supports families with attendance and access to community resources. Palm Tree also provides before school extended learning opportunities to give students additional academic support.

2022-23 Opportunities for Parental Involvement

Parent education classes such as Parenting Partners cover topics designed to assist parents to support their children's achievement and classes will resume for the 22-23 school year and beyond. An after school program is offered through the Boys and Girls Club of Palmdale and runs from dismissal time to 6 pm each night. This free program is available to all families and is presently serving 19% of our student population. Staff from the program will work on homework assistance in both English and Spanish as well as STEM activities and other structured activities that provide students with enrichment opportunities. Students also receive a full meal prior to being picked up by parents. This school year, the Boys and Girls Club continues to collaborate with site personnel and support our CKH and PBIS initiatives to encourage exemplary P.B.I.S. behavior expectations throughout the entire school year.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	631	582	274	47.1
Female	305	283	127	44.9
Male	326	299	147	49.2
American Indian or Alaska Native	7	7	4	57.1
Asian	1	1	0	0.0
Black or African American	83	76	40	52.6
Filipino	7	7	1	14.3
Hispanic or Latino	491	457	212	46.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	13	9	69.2
White	26	19	7	36.8
English Learners	144	134	51	38.1
Foster Youth	40	31	10	32.3
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	574	536	254	47.4
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	122	113	66	58.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.10	4.30	2.45
Expulsions	0.00	0.06	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.01	0.06	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.01	0.00
Female	2.30	0.00
Male	3.68	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.85	0.00
English Learners	2.08	0.00
Foster Youth	2.50	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.64	0.00

2022-23 School Safety Plan

The School Safety Plan and Emergency Preparedness Plan was updated for the 2022-23 school year in October 2022 and includes plans for earthquakes, fire, suspicious trespassers, bomb threats, chemical spills, fallen aircraft and air pollution are in effect. Evacuation plans have been updated and staff responsibility flowcharts have been distributed to all staff members. In October of 2021 a comprehensive disaster drill, "The Great Shakeout," was completed in coordination with the district and local emergency response agencies. Fire drills, lock-down drill and drop & cover drills are held regularly throughout the year and this year Palm Tree activated the use of the app CrisisGO to improve contact/communication. The Assistant Principal is our Site Safety Representative and leads the Safety Committee Meetings to discuss and make decisions regarding strategies to improve the safety of the entire school community; a Closed Campus policy is strictly enforced.

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.

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	19	10	24	
1	25	7	21	
2	26	7	21	
3	28		21	
4	25		21	
5	29		21	

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	15	23	21	
1	21	7	21	
2	23	7	21	
3	31		21	
4	29		21	
5	26		21	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	30	14	
1	18	14	14	
2	19	14	14	
3	22		21	
4	28		21	
5	28		21	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	$10,804	$740	$10,064	$86,449
District	N/A	N/A	$3,294	$83,539
Percent Difference - School Site and District	N/A	N/A	101.4	3.4
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	41.7	-0.9

2021-22 Types of Services Funded

1. Staff Professional Development
   A. Conferences: Advancement Via Individual Determination
   B. Conference: California Association for Health, Physical Education, Recreation and Dance
   C. Thinking Maps: EL Path to Proficiency Writing PD
2. Intervention cycle by teachers and instructional assistants
3. Extended Learning Opportunities –
   A. Academies during school day
   B. Before and Afterschool Tutoring
   C. Saturday Attendance Recovery
4. Parental Involvement and Education - Parenting Partners, Parent Nights, Coffee with the Principal, and Latino Family Literacy program, ELPAC workshops, ELAC, SSC, Attendance Workshops, AAPAC
5. After school/Before School Enrichment Classes: Multicultural Dance Class, Reading Club and Cyberquest, Spelling Bee, Art Contest
6. Boys and Girls Club after-school program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	$50,652	$52,641
Mid-Range Teacher Salary	$80,869	$83,981
Highest Teacher Salary	$113,227	$107,522
Average Principal Salary (Elementary)	$126,034	$136,247
Average Principal Salary (Middle)	$130,843	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$251,125	$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Teachers meet frequently within and across grade levels in lesson study and grade specific Professional Learning Communities to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as English Language Development, CHAMPS: A Proactive and Positive Approach to Classroom Management/ Safe & Civil School, Mastery Guide Professional Development,Eureka Math, Amplify ScienceTeacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities. This year teachers will attend a total of 24 hours of on site Thinking Maps Professional Development beyond the school day, which will include an overview and " The English Learner Path to Proficiency".

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues. Lead Teachers are given collaboration days throughout the school year to work with their teams at the site on Saturdays as an option.

Beginning in January 2015 teachers have been participating in Banking Wednesday time. This is a two hour block of time after school where teachers are involved in staff meetings, professional development, professional readings and discussions, grade level collaboration and vertical articulation with their colleagues. This uninterrupted time each week supports the school's professional learning communities and allows for consistent staff development and support.Teachers meet frequently within and across grade levels in collaborative team meetings and lesson studies to plan and discuss how they will coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings as well as student clinic/academy (intervention and enrichment) needs. Sites design specific professional development based on Common Core State Standards, the California Standards for the Teaching Profession, and research-based practices.

Our School Leadership Team which consists of a grade-level representative is leading the work with PSD hired consultants to continue to review and revise our School Implementation Plan (SIP) which presently includes "reading" as our an instructional focus. Specifically, the area of focus for Palm Tree is "to equip all student with close and analytic reading skills utilizing academic language development to effectively read and comprehend complex grade level text."

Capturing Kids Hearts Professional Development and Positive Behavior Intervention and Support (PBIS) Professional Development both occur during the school day which requires 2 or 3 substitute coverage days respectively during the school year,

Trainings are also offered during the summer months on content specific and professional areas such as English Language Development, NGSS, Teacher Leaders, English Language Arts, Mathematics workshops, and A.V.I.D. Summer Institute. Administration training focuses on the development of learning communities, specifically PLC plus and school culture development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	5	5