

# PALM AVENUE ELEMENTARY SCHOOL

## 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

<b>School Name</b>	PALM AVENUE ELEMENTARY SCHOOL
<b>Street</b>	6565 Palm Ave.
<b>City, State, Zip</b>	San Bernardino, CA 92407
<b>Phone Number</b>	(909) 880-6753
<b>Principal</b>	Kathy Alcorn
<b>Email Address</b>	kathy.alcorn@sbcusd.k12.ca.us
<b>School Website</b>	<a href="https://palm.sbcusd.com/">https://palm.sbcusd.com/</a>
<b>County-District-School (CDS) Code</b>	36678766112767

## 2022-23 District Contact Information

<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Ana M. Applegate, Administrator in Charge
<b>Email Address</b>	SUPT@sbcusd.k12.ca.us
<b>District Website Address</b>	www.sbcusd.com

## 2022-23 School Overview

Palm Avenue Elementary School has 28 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1994, and the facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Palm Avenue Elementary School's mission is to provide learning experiences that enable all students to become effective communicators, resourceful thinkers, responsible citizens, arts patrons and participants, and productive members of our diverse society. Our goal is to provide a safe, nurturing, and challenging environment, and to motivate and enable students to pursue higher levels of education and become life-long learners.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	77
Grade 2	67
Grade 3	82
Grade 4	78
Grade 5	83
Grade 6	77
Total Enrollment	538

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.6
Asian	3.3
Black or African American	5.9
Filipino	0.6
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.0
White	13.8
English Learners	6.7
Foster Youth	1.1
Homeless	5.0
Migrant	0.0
Socioeconomically Disadvantaged	66.4
Students with Disabilities	15.2

## **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

## 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)	24.00	88.89	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.70	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	66.10	2.93	12115.80	4.41
Unknown	2.00	7.41	163.10	7.22	18854.30	6.86
<b>Total Teaching Positions</b>	<b>27.00</b>	<b>100.00</b>	<b>2258.80</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</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 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	1.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	7.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Core K-6 textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. Transitional Kindergarten materials are from the district's most recent local adoption. These materials are standards-based and are rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

All core curriculum materials are available in English and Spanish. The Board of Education ensures that standards-aligned textbooks and/or instructional materials are purchased for each student to use in class and at home. Instructional materials include a variation of textbooks and/or consumables, big books and supplemental materials determined by the district to cover required state standards. English Language Development (ELD) materials are standards-aligned and are purchased for each student who is identified as an English learner. An inventory is completed for each classroom at every school site and is reported to the District Office to ensure that sufficient materials are available for the new school year. This inventory is completed in March/April of each year to prepare for the following school year.

In addition to core curriculum materials, the district has purchased supplementary materials for use in the district's elementary music program. District music specialists primarily use these materials. Participation in the district's music program is voluntary and open to students in grades four through six. Sufficient instructional materials are available for all students electing to participate in this music program.

Year and month in which the data were collected

June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022)  Grades K-6: McGraw-Hill School Education: Reading Wonders (2016)	Yes	0
<b>Mathematics</b>	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022)  Grades K-6: Pearson Scott Foresman: enVision Math (2015)	Yes	0
<b>Science</b>	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022)  Grade(s) K – 5: Pearson Publishing: California elevate Science (2020)  Grade(s) 6: Amplify Education, Inc.: 6th Grade Integrated Science (2020)	Yes	0
<b>History-Social Science</b>	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022)  Grades K-5: Pearson: CA History Social-Science myWorld (2018)  Grade 6: Teachers' Curriculum Institute: History Alive! The Ancient World: (2018)	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A

<b>Visual and Performing Arts</b>	McGraw-Hill: Share the Music (1995)	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>			0

## School Facility Conditions and Planned Improvements

### General

Palm Avenue Elementary School has 28 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1994, and the facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place January, 2022. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

### Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

### Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

### School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2022-23 school year are listed below:

Replacement of indoor and outdoor lunch tables as needed.  
Replace tree damaged concrete.

### School Facility Good Repair Status

#### School Facility Good Repair Status (School Year 2022-23)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

#### Year and month of the most recent FIT report

01/11/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		admin hallway - reset 1 ceiling tile



## School Facility Conditions and Planned Improvements

			<p>exterior of kitchen - pick up fallen branches from dumpster and high voltage enclosure area. Paint south side of door located between kitchen service area and b-wing rr's</p> <p>f-1 - reset 2 ceiling tiles</p> <p>g-3 - paint interior of east door</p> <p>g-4 - loose faucet. Paint interior of east door</p> <p>g-5 - reset ceiling tile at entrance to g-3</p> <p>g-7 - paint touch up on east door</p> <p>h-1 - reset ceiling tile from h-1 to h-4. Touch up paint on interior of west door</p> <p>h-2 - reset 1 ceiling tile</p> <p>h-4 - touch up paint on interior of entrance door</p> <p>i-10 - reset 1 ceiling tile</p> <p>i-5 - Reset one ceiling tile. Weather strip is damaged. Paint the hand rail. Fix the bent metal at the bottom of the access ramp - sharp edge, trip hazard.</p> <p>i-6 - reset ceiling tile from i-6 to i-4</p> <p>i-wing boys rr south - paint touch up on wall at entrance by door frame</p> <p>j-2 - reset 2 ceiling tiles. Missing light diffuser panel</p> <p>k-2 - classroom has loose faucet-south. rr sink is bagged-north. Paint touch up by east door. Fire extinguisher sign is obscured</p> <p>m-u - reset ceiling tile. Paint touch up wall on north west corner</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		<p>j-2 - reset 2 ceiling tiles. Missing light diffuser panel</p> <p>kitchen - secure raceway it surface mount box and conduit</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>admin mens rr - urinal is leaking</p> <p>g-4 - loose faucet. Paint interior of east door</p> <p>g-wing girls rr south - bagged toilet stall #1</p> <p>g-wing staff rr - handicap stall out of service</p> <p>heath aid - faucet leaks at base</p> <p>i-2 - faucet is loose. Replace weather stripping on south east door</p> <p>i-wing exterior - drinking fountain has low pressure-south side</p> <p>k-2 - classroom has loose faucet-south. rr sink is bagged-north. Paint touch up by east door. Fire extinguisher sign is obscured</p> <p>t-1 - rr faucet handle-hot side- sticks and has low pressure</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>k-2 - classroom has loose faucet-south. rr sink is bagged-north. Paint touch up by east door. Fire extinguisher sign is obscured</p>
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>exterior by dumpsters - paint handrails</p> <p>exterior j-wing - gopher holes east of j-wing. Repair t-111 siding on west side of j-wing</p> <p>exterior of kitchen - pick up fallen branches from dumpster and high voltage enclosure area. Paint south</p>

## School Facility Conditions and Planned Improvements

			<p>side of door located between kitchen service area and b-wing rr's</p> <p>f-2 - repair/replace sidewalk door stop. Replace weather stripping on east door</p> <p>f-wing exterior - stucco patch touch up on wall by south east corner of f-1</p> <p>g-wing - missing g-wing sign</p> <p>g-wing exterior - drinking fountain removed</p> <p>g-wing exterior - lifting concrete by tree wells</p> <p>h-3 - replace weather stripping</p> <p>i-2 - faucet is loose. Replace weather stripping on south east door</p> <p>i-3 - replace weather stripping on south door</p> <p>i-5 - replace weather stripping on east door</p> <p>l-5 - Reset one ceiling tile. Weather strip is damaged. Paint the hand rail. Fix the bent metal at the bottom of the access ramp - sharp edge, trip hazard.</p> <p>j-3 - adjust strike plate so door will contact weather stripping</p> <p>k-1 - adjust door closer on west door</p> <p>k-wing exterior - gate drags the ground k-wing playground</p> <p>playground - missing bolts in playground equipment</p> <p>se-4 exterior - dirt trip hazard at bottom of stairs from hillside north of se-4</p> <p>se-wing - repair/replace fascia board and paint</p> <p>t-wing exterior - stucco patch touch up on wall left of t-1</p>
--	--	--	---

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	44	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	29	N/A	18	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
<b>All Students</b>	314	309	98.41	1.59	44.01
<b>Female</b>	145	142	97.93	2.07	47.89
<b>Male</b>	169	167	98.82	1.18	40.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	72.73
<b>Black or African American</b>	18	18	100.00	0.00	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	231	229	99.13	0.87	41.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	41	97.62	2.38	43.90
<b>English Learners</b>	12	11	91.67	8.33	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	18	94.74	5.26	27.78
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	241	237	98.34	1.66	38.40
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	53	50	94.34	5.66	26.00

## 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
<b>All Students</b>	315	311	98.73	1.27	29.26
<b>Female</b>	146	144	98.63	1.37	27.78
<b>Male</b>	169	167	98.82	1.18	30.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	72.73
<b>Black or African American</b>	18	18	100.00	0.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	232	230	99.14	0.86	26.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	41	97.62	2.38	36.59
<b>English Learners</b>	13	13	100.00	0.00	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	18	94.74	5.26	16.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	241	238	98.76	1.24	25.63
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	53	50	94.34	5.66	24.00

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	21.69	21.14	17.39	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
<b>All Students</b>	84	83	98.81	1.19	21.69
<b>Female</b>	35	35	100	0	17.14
<b>Male</b>	49	48	97.96	2.04	25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	66	65	98.48	1.52	23.08
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	13	13	100	0	15.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	66	65	98.48	1.52	18.46
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	100.0%	100.0%	100.0%	100.0%	100.0%

## 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

The parents at Palm Avenue are encouraged to participate in and serve on our School Site Council, English Language Advisory Council, and African American Parent Advisory Council. At these meetings various topics are discussed such as our School Plan (SPSA), Program Options, School Budget, Safety Plan, Home School Compact, and Test Results. At Palm Avenue, we provide opportunities for our school community to be involved through schoolwide activities such as Math/ELA Night, Career Day, Artist workshops, Fine Arts performances, and Back to School Night. We also encourage parents to volunteer in our classrooms, for special events or special projects. Parents are able to meet with the Principal and discuss their concerns and ideas through Coffee with the Principal.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	578	560	188	33.6
Female	275	266	87	32.7
Male	303	294	101	34.4
American Indian or Alaska Native	3	3	0	0.0
Asian	18	18	3	16.7
Black or African American	34	33	7	21.2
Filipino	3	3	0	0.0
Hispanic or Latino	426	410	141	34.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	12	4	33.3
White	76	75	32	42.7
English Learners	41	38	12	31.6
Foster Youth	11	9	1	11.1
Homeless	34	32	16	50.0
Socioeconomically Disadvantaged	443	428	154	36.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	97	38	39.2

### 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
<b>Suspensions</b>	0.33	3.66	2.45
<b>Expulsions</b>	0.00	0.07	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
<b>Suspensions</b>	0.00	1.38	0.01	4.68	0.20	3.17
<b>Expulsions</b>	0.00	0.35	0.00	0.18	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.38	0.35
<b>Female</b>	0.36	0.00
<b>Male</b>	2.31	0.66
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	5.88	2.94
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.41	0.23
<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>	1.58	0.45
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

Date of Last Review/Update: Nov. 30, 2022  
Date Last Reviewed with Faculty: Jan. 23, 2023

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

## 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	21	1	2	1
1	22		3	
2	24		3	
3	22		3	
4	33			
5	33		1	
6	33			
Other	22	1	2	

## 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	23	1	2	1
1	24		3	
2	23		3	
3	19	1	3	
4	31		2	
5	33			
6	31		1	
Other	20	1	2	

## 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	19	1	3	
1	15	5		
2	22		3	
3	24		3	
4	32		2	
5	24	2	4	
6	30		2	
Other	22	1	2	

## 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	538

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

## 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	\$7,782	\$325	\$7,457	\$81,236
District	N/A	N/A	\$7,322	\$82,280
Percent Difference - School Site and District	N/A	N/A	1.8	-1.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	12.3	-5.0

## 2021-22 Types of Services Funded

The common goal of all categorically- funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students—including English learners, Low-Income, Foster Youth, African American, Students with Disabilities, and other underrepresented and underachieving student groups attain mastery of the State standards

The educational program at each site is based on an improvement planning process that includes members of the school community such as the principal, teachers, support staff, parents, and students (at the secondary level). These Educational Partners form the School Site Council (SSC). The SSC develops and annually monitors, evaluates and revises a plan called the School Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success. Sites are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA, to improve student achievement for those students not meeting grade level standards within their SPSA.

Some students have difficulty mastering academic state and local content standards. They may be at- risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:

- \* Every Student Succeeds Act (ESSA) Title I, Part A funding
- \* Local Control Funding Formula (LCFF) Supplemental and Concentration funding

Additionally, categorical programs have been established at the district-level to provide important services and instructional support that help increase student success. Categorical funds in this category support District efforts in the areas of:

- \* Vocational Education Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006
- \* ESSA Title II, Part A – Supporting Effective Instruction
- \* ESSA Title III, Part A – Language Instruction for English Learners (EL) and Language Instruction for Immigrant Students

The California Dashboard is used to identify schools and student groups in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). At the local level, SBCUSD identifies schools with greatest needs, based on a variety of data, including local and state student progress indicators, to provide additional resources and services to the schools (referred to as Focus Schools)

## 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
<b>Beginning Teacher Salary</b>	\$56,455	\$51,081
<b>Mid-Range Teacher Salary</b>	\$84,896	\$77,514
<b>Highest Teacher Salary</b>	\$113,646	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$130,672	\$133,421
<b>Average Principal Salary (Middle)</b>	\$149,188	\$138,594
<b>Average Principal Salary (High)</b>	\$164,595	\$153,392
<b>Superintendent Salary</b>	\$351,055	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	31%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, and 3 days in 2022-23.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

This year the emphasis of the districtwide PD was placed on Social Emotional Learning (SEL) resources and techniques to assist staff and students with the return to in-person learning. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators and educators are receiving continuing PD around Professional Learning Communities and Universal Design for Learning (UDL).

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	4	3	3