

# Palmyra Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Palmyra Elementary School   |
| <b>Street</b>                     | 1325 E. Palmyra Ave.  |
| <b>City, State, Zip</b>           | Orange, CA 92866  |
| <b>Phone Number</b>               | (714) 997-6207  |
| <b>Principal</b>                  | Brenna Godsey   |
| <b>E-mail Address</b>             | <a href="mailto:bgodsey@orangeusd.org">bgodsey@orangeusd.org</a>                |
| <b>Web Site</b>                   | <a href="http://www.orangeusd.org/palmyra">http://www.orangeusd.org/palmyra</a> |
| <b>CDS Code</b>                   | 30-66621-6029888  |

| <b>District Contact Information</b> |                                    |
|-------------------------------------|------------------------------------|
| <b>District Name</b>                | Orange Unified School District     |
| <b>Phone Number</b>                 | (714) 628-4000                     |
| <b>Superintendent</b>               | Michael L. Christensen             |
| <b>E-mail Address</b>               | superintendent@orangeusd.k12.ca.us |
| <b>Web Site</b>                     | www.orangeusd.k12.ca.us            |

### **School Description and Mission Statement (School Year 2016-17)**

Palmyra Elementary School is one of 27 elementary schools in the Orange Unified School District. It opened with 18 classrooms in 1952 and has now grown to thirty two classrooms/program spaces. Palmyra is home to 487 diverse students from Kindergarten to sixth grade. Our families come from a range of socio-economic and ethnic backgrounds. In addition, Palmyra is one of the GATE Magnet sites for the District. It also houses the District's elementary S.U.C.S.E.S.S. (Systematic Utilization of Comprehensive Strategies for Ensuring Success) Program supporting students with autism.

Palmyra is a positive, inclusive learning environment that empowers each individual to develop as a life-long learner and productive member of society as a result of a partnership between the school, parents, and the community. The mission of Palmyra is to collaboratively focus on meeting and exceeding high standards of student achievement in a safe, welcoming community. We foster creative critical thinkers and motivated problem solvers who possess a strong work ethic, a growth-mindset, and the skills and abilities critical for success in middle and high school, college, and career. The goals of the Single Plan for Student Achievement are the foundation for the school's instructional program. As a Title I, Program Improvement School, the students benefit from many additional resources that support and extend their educational program. The decision making process at Palmyra is a team effort, with an extremely strong School Site Council, English Language Acquisition Committee and PTA playing an active role in the community.

Honored in 2016 as a California Gold Ribbon School and with the Title I Academic Achievement Award, Palmyra Elementary continues to ensure the progress of all students to their highest potential through incorporation of technology in the classroom, rigorous standards-based academic curriculum, and instruction supported by research-based pedagogy. Two key practices at Palmyra are the use of GLAD strategies and, as of this year, the implementation of a school-wide AVID structure. The goal of our school-wide implementation of these strategies is to increase the collaboration, communication, creativity and critical thinking skills in daily instruction. Palmyra School fosters and maintains a positive school culture by providing a warm and caring environment for all students. Desirable student effort is recognized through a variety of programs including "Pinto Pride" tickets, monthly Student of the Month assemblies, and Perfect Attendance awards. The school climate is enhanced through special assemblies and activities, many facilitated by parent volunteers and PTA funding. The entire Palmyra community is committed to ensuring that all students learn and thrive.

### **Student Enrollment by Grade Level (School Year 2015-16)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 80                        |
| <b>Grade 1</b>          | 68                        |
| <b>Grade 2</b>          | 46                        |
| <b>Grade 3</b>          | 65                        |
| <b>Grade 4</b>          | 77                        |
| <b>Grade 5</b>          | 70                        |
| <b>Grade 6</b>          | 84                        |
| <b>Total Enrollment</b> | 490                       |

### Student Enrollment by Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.6                         |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 4.9                         |
| Filipino                            | 1.2                         |
| Hispanic or Latino                  | 78.2                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 12.4                        |
| Two or More Races                   | 1.6                         |
| Socioeconomically Disadvantaged     | 76.7                        |
| English Learners                    | 45.3                        |
| Students with Disabilities          | 11.2                        |
| Foster Youth                        | 0.6                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential   | 24      | 23      | 21      | 1279     |
| Without Full Credential  | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 4        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

| Location of Classes                     | Percent of Classes In Core Academic Subjects |   |
|---|--|---|
|   | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| <b>This School</b>                      | 100.0  | 0.0                                     |
| <b>All Schools in District</b>          | 100.0  | 0.0                                     |
| <b>High-Poverty Schools in District</b> | 100.0  | 0.0                                     |
| <b>Low-Poverty Schools in District</b>  | 100.0  | 0.0                                     |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

| Subject                      | Textbooks and Instructional Materials/<br>Year of Adoption  | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------|---|
| <b>Reading/Language Arts</b> | Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.<br>Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes                        | 0%  |
| <b>Mathematics</b>           | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.  | Yes                        | 0%  |
| <b>Science</b>               | Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.  | Yes                        | 0%  |

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|--|----------------------------------|---|
| <b>History-Social Science</b>                         | Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.<br>Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes                              | 0%  |
| <b>Foreign Language</b>                               | N/A  | Yes                              | N/A   |
| <b>Health</b>   | Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.  | Yes                              | N/A   |
| <b>Visual and Performing Arts</b>                     | Pearson Education/Scott Foresman Making Music Program adopted in 2005 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Palmyra Elementary purchased this curriculum for grade K-3 in 2008.  | Yes                              | 0%  |
| <b>Science Laboratory Equipment<br/>(grades 9-12)</b> | N/A  | Yes                              | N/A   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The classrooms and facilities at Palmyra Elementary School are clean and well maintained. Two full time custodians, one for the day and night shift, work diligently to maintain the campus. Each quarter an inspection report of the school grounds is completed and documented. Work orders are submitted for any areas identified as needing attention and records are kept in order to follow up on the progress of the projects. District Ground crews maintain the gardening of Palmyra on a weekly basis.

The information in the following table was gathered during a school site inspection on July 21, 2016.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year)   |               |      |      |  |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: 7/21/2016 |               |      |      |  |
| System Inspected  | Repair Status |      |      | Repair Needed and<br>Action Taken or Planned |
|   | Good          | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC,<br>Sewer    | X             |      |      |  |

| School Facility Good Repair Status (Most Recent Year)                   |               |      |      |   |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 7/21/2016                 |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|   | Good          | Fair | Poor |   |
| <b>Interior:</b> Interior Surfaces                                      |               |      | X    | Boys RR 20 wing: 4: patch & paint wall by partitions, Attic Access hatch missing.<br>CDS Portable: 4: ceiling tile torn & dirty. 7: broken riple light switch cover. 12: skirting aruond trailer has peeling paint<br>Girls RR 20 wing: 4: need to patch holes abov |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X             |      |      | Girls RR 20 wing: 4: need to patch holes above sinks. 5: walls, ceiling, partitions dirty. 8: center partition drags when opening/closing.<br>Kinder wing Mech Rm Storage: 5: items stored in Mech Rm/storage room - no light                                       |
| <b>Electrical:</b> Electrical   | X             |      |      | CDS Portable: 4: ceiling tile torn & dirty. 7: broken riple light switch cover. 12: skirting aruond trailer has peeling paint<br>Kitchen: 4: door jamb needs paint, paint peeling on walls, 7: light fixture on north east roof missing bulbs.<br>Nurse's office: 7 |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X             |      |      | Girls RR 20 wing: 4: need to patch holes above sinks. 5: walls, ceiling, partitions dirty. 8: center partition drags when opening/closing.  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      | CDS Portable: 4: ceiling tile torn & dirty. 7: broken riple light switch cover. 12: skirting aruond trailer has peeling paint<br>Rm 23: 4: carpet dirty; missing cove base in several locations. 12: south exterior wall needs stucco patch. 15: bottom window (n   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      | Rm 23: 4: carpet dirty; missing cove base in several locations. 12: south exterior wall needs stucco patch. 15: bottom window (north side) next to door termite activity.<br>Rm 32: 4: hole in carpet center of room 5" dia. 15: north door, jamb has dry-rot       |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: 7/21/2016 |           |      |      |      |
|---|-----------|------|------|------|
| Overall Rating  | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject                        | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|--------------------------------|---|---------|----------|---------|---------|---------|
|                                | School  |         | District |         | State   |         |
|                                | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 40  | 40      | 50       | 53      | 44      | 48      |
| Mathematics                    | 25  | 27      | 38       | 40      | 34      | 36      |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group             | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                           |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students              | 3     | 64                 | 62     | 96.9                | 27.4                     |
|                           | 4     | 77                 | 74     | 96.1                | 28.4                     |
|                           | 5     | 71                 | 67     | 94.4                | 44.8                     |
|                           | 6     | 83                 | 82     | 98.8                | 54.9                     |
| Male                      | 3     | 36                 | 34     | 94.4                | 23.5                     |
|                           | 4     | 44                 | 42     | 95.5                | 16.7                     |
|                           | 5     | 36                 | 32     | 88.9                | 34.4                     |
|                           | 6     | 40                 | 40     | 100.0               | 52.5                     |
| Female                    | 3     | 28                 | 28     | 100.0               | 32.1                     |
|                           | 4     | 33                 | 32     | 97.0                | 43.8                     |
|                           | 5     | 35                 | 35     | 100.0               | 54.3                     |
|                           | 6     | 43                 | 42     | 97.7                | 57.1                     |
| Black or African American | 6     | --                 | --     | --                  | --                       |
| Asian                     | 3     | --                 | --     | --                  | --                       |
|                           | 4     | --                 | --     | --                  | --                       |
|                           | 5     | --                 | --     | --                  | --                       |
|                           | 6     | --                 | --     | --                  | --                       |

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| Filipino                            | 3     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 6     | --                 | --     | --                  | --                       |
| Hispanic or Latino                  | 3     | 56                 | 54     | 96.4                | 24.1                     |
|                                     | 4     | 61                 | 59     | 96.7                | 22.0                     |
|                                     | 5     | 49                 | 49     | 100.0               | 42.9                     |
|                                     | 6     | 58                 | 57     | 98.3                | 47.4                     |
| Native Hawaiian or Pacific Islander | 6     | --                 | --     | --                  | --                       |
| White                               | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | 11                 | 10     | 90.9                | 40.0                     |
|                                     | 5     | 13                 | 11     | 84.6                | 45.5                     |
|                                     | 6     | --                 | --     | --                  | --                       |
| Two or More Races                   | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 6     | --                 | --     | --                  | --                       |
| Socioeconomically Disadvantaged     | 3     | 53                 | 53     | 100.0               | 22.6                     |
|                                     | 4     | 57                 | 57     | 100.0               | 19.3                     |
|                                     | 5     | 48                 | 46     | 95.8                | 45.6                     |
|                                     | 6     | 64                 | 63     | 98.4                | 46.0                     |
| English Learners                    | 3     | 30                 | 28     | 93.3                | 7.1                      |
|                                     | 4     | 32                 | 31     | 96.9                |                          |
|                                     | 5     | 13                 | 12     | 92.3                |                          |
|                                     | 6     | 18                 | 18     | 100.0               | 33.3                     |
| Students with Disabilities          | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | 17                 | 17     | 100.0               | 11.8                     |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 6     | --                 | --     | --                  | --                       |
| Foster Youth                        | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
|                                     | 6     | --                 | --     | --                  | --                       |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.



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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group                              | Grade    | Number of Students |        | Percent of Students |                          |
|--|----------|--------------------|--------|---------------------|--------------------------|
|  |          | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>All Students</b>                        | <b>3</b> | 64                 | 62     | 96.9                | 37.1                     |
|  | <b>4</b> | 77                 | 74     | 96.1                | 20.3                     |
|  | <b>5</b> | 71                 | 67     | 94.4                | 16.4                     |
|  | <b>6</b> | 83                 | 82     | 98.8                | 35.4                     |
| <b>Male</b>                                | <b>3</b> | 36                 | 34     | 94.4                | 44.1                     |
|  | <b>4</b> | 44                 | 42     | 95.5                | 14.3                     |
|  | <b>5</b> | 36                 | 32     | 88.9                | 18.8                     |
|  | <b>6</b> | 40                 | 40     | 100.0               | 35.0                     |
| <b>Female</b>                              | <b>3</b> | 28                 | 28     | 100.0               | 28.6                     |
|  | <b>4</b> | 33                 | 32     | 97.0                | 28.1                     |
|  | <b>5</b> | 35                 | 35     | 100.0               | 14.3                     |
|  | <b>6</b> | 43                 | 42     | 97.7                | 35.7                     |
| <b>Black or African American</b>           | <b>6</b> | --                 | --     | --                  | --                       |
| <b>Asian</b>                               | <b>3</b> | --                 | --     | --                  | --                       |
|  | <b>4</b> | --                 | --     | --                  | --                       |
|  | <b>5</b> | --                 | --     | --                  | --                       |
|  | <b>6</b> | --                 | --     | --                  | --                       |
| <b>Filipino</b>                            | <b>3</b> | --                 | --     | --                  | --                       |
|  | <b>5</b> | --                 | --     | --                  | --                       |
|  | <b>6</b> | --                 | --     | --                  | --                       |
| <b>Hispanic or Latino</b>                  | <b>3</b> | 56                 | 54     | 96.4                | 33.3                     |
|  | <b>4</b> | 61                 | 59     | 96.7                | 13.6                     |
|  | <b>5</b> | 49                 | 49     | 100.0               | 10.2                     |
|  | <b>6</b> | 58                 | 57     | 98.3                | 22.8                     |
| <b>Native Hawaiian or Pacific Islander</b> | <b>6</b> | --                 | --     | --                  | --                       |
| <b>White</b>                               | <b>3</b> | --                 | --     | --                  | --                       |
|  | <b>4</b> | 11                 | 10     | 90.9                | 40.0                     |
|  | <b>5</b> | 13                 | 11     | 84.6                | 18.2                     |
|  | <b>6</b> | --                 | --     | --                  | --                       |
| <b>Two or More Races</b>                   | <b>3</b> | --                 | --     | --                  | --                       |
|  | <b>4</b> | --                 | --     | --                  | --                       |
|  | <b>5</b> | --                 | --     | --                  | --                       |
|  | <b>6</b> | --                 | --     | --                  | --                       |

| Student Group                   | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                 |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| Socioeconomically Disadvantaged | 3     | 53                 | 53     | 100.0               | 35.9                     |
|                                 | 4     | 57                 | 57     | 100.0               | 14.0                     |
|                                 | 5     | 48                 | 46     | 95.8                | 10.9                     |
|                                 | 6     | 64                 | 63     | 98.4                | 23.8                     |
| English Learners                | 3     | 30                 | 28     | 93.3                | 17.9                     |
|                                 | 4     | 32                 | 31     | 96.9                | 3.2                      |
|                                 | 5     | 13                 | 12     | 92.3                |                          |
|                                 | 6     | 18                 | 18     | 100.0               |                          |
| Students with Disabilities      | 3     | --                 | --     | --                  | --                       |
|                                 | 4     | 17                 | 17     | 100.0               |                          |
|                                 | 5     | --                 | --     | --                  | --                       |
|                                 | 6     | --                 | --     | --                  | --                       |
| Foster Youth                    | 3     | --                 | --     | --                  | --                       |
|                                 | 4     | --                 | --     | --                  | --                       |
|                                 | 5     | --                 | --     | --                  | --                       |
|                                 | 6     | --                 | --     | --                  | --                       |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

#### CAASPP Test Results in Science for All Students

| Subject                       | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School  |         |         | District |         |         | State   |         |         |
|                               | 2013-14   | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 46  | 55      | 55      | 73       | 68      | 64      | 60      | 56      | 54      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group                   | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students                    | 71               | 66                              | 93.0                            | 54.6                                 |
| Male                            | 36               | 32                              | 88.9                            | 50.0                                 |
| Female                          | 35               | 34                              | 97.1                            | 58.8                                 |
| Hispanic or Latino              | 49               | 48                              | 98.0                            | 50.0                                 |
| White                           | 13               | 11                              | 84.6                            | 63.6                                 |
| Socioeconomically Disadvantaged | 48               | 45                              | 93.8                            | 48.9                                 |
| English Learners                | 13               | 12                              | 92.3                            | 25.0                                 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 39.4  | 15.2                  | 6.1                  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Parents, staff and students work collaboratively as a team to make Palmyra School an outstanding environment to learn, grow and develop new skills. At the beginning of the school year, the principal meets with the staff to prioritize steps to meet the needs of the school and community. Parents enjoy many opportunities to provide leadership and input by their involvement in SSC, ELAC, and PTA. A yearly survey is conducted so all parents can evaluate and provide specific input on the programs and the effectiveness of the school in meeting their children’s needs. Parent training is provided, in English and Spanish, on a variety of topics determined by the Instructional Leadership Team (ILT), ELAC, and SSC. Weekly School Messenger phone calls, Friday communication folders, and the OUSD Parent Portal (online grade book and attendance report) provide parents with regular communication from the school.

Parents support the school through numerous activities such as volunteering in the library and in the classroom, participating in PTA meetings and events, SSC, ELAC, and for other school-related activities. Our PTA meets monthly to develop and plan activities that support teachers and students. They fund study trips, interactive music assemblies, Art Masters, Red Ribbon Week activities, and teacher enrichment. Adult participation in school programs is always positive and adds to the success of all our school programs. The School Site Council, with input from ELAC, helps develop and implement the Single Plan for Student Achievement (SPSA) and determines the SPSA budget.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Suspensions</b> | 1.1     | 0.5     | 0.2     | 3.6      | 2.8     | 3.1     | 4.4     | 3.8     | 3.7     |
| <b>Expulsions</b>  | 0.2     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, update their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of School and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Student safety is of great importance to all staff members at Palmyra. The entire perimeter of our school is secured with chain link fencing. During the school day, all gates are locked so that the only access to the school is through the front office. All parents and visitors sign in at the front desk and identification is checked when parents, or other adults, come to pick up students. Before school supervision is two-fold. When the front gate of the school is unlocked at 7:30 A.M., a credentialed teacher stands duty. Students proceed to the breakfast/lunch area, after entering the school, where two supervisors are present. During recesses, two certificated staff members are on duty. We employ four noon duty supervisors at lunch. As students leave school, credentialed teachers and the principal patrol all forms of egress. Our school is a very safe and positive place for children. In compliance with SB187, the safety committee has prepared a Safe School Action Plan that is (on file) in the school office and is available for perusal upon request. Our Safe School Action Plan was updated and reviewed in February 2016. A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically, to ensure preparedness in case of a disaster.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

| Indicator  | School    | District  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | In PI     | In PI     |
| <b>First Year of Program Improvement</b>                   | 2010-2011 | 2009-2010 |
| <b>Year in Program Improvement*</b>                        | Year 3    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A       | 11        |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A       | 73.3      |

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2013-14         |                   |       |     | 2014-15         |                   |       |     | 2015-16         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     | Avg. Class Size | Number of Classes |       |     |
|             |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |                 | 1-20              | 21-32 | 33+ |
| K           | 30              |                   | 2     |     | 27              | 1                 | 2     |     | 27              | 1                 | 2     |     |
| 1           | 28              |                   | 2     |     | 29              |                   | 1     |     | 29              |                   | 1     |     |
| 2           | 32              |                   | 2     |     | 29              |                   | 3     |     | 29              |                   | 3     |     |
| 3           | 24              | 1                 | 2     |     | 29              |                   | 2     |     | 29              |                   | 2     |     |
| 4           | 32              |                   | 2     | 1   | 24              | 1                 | 2     |     | 24              | 1                 | 2     |     |
| 5           | 33              |                   | 1     | 1   | 30              |                   | 3     |     | 30              |                   | 3     |     |
| 6           | 30              |                   | 2     | 1   | 22              | 1                 | 3     |     | 22              | 1                 | 3     |     |
| Other       | 8               | 2                 |       |     | 10              | 1                 |       |     | 10              | 1                 |       |     |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2015-16)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 0   |
| Counselor (Social/Behavioral or Career Development) | 0.2                              | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A   |
| Psychologist  | 1                                | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0.4                              | N/A   |
| Speech/Language/Hearing Specialist                  | 0.6                              | N/A   |
| Resource Specialist                                 | 1                                | N/A   |
| Other   | 0                                | N/A   |

Note: Cells with N/A values do not require data.

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 4510.51                | 339.61                   | 4170.91             | 54968.55               |
| District                                     | N/A                    | N/A                      | \$3,840             | \$78,819               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 8.9                 | -31.2                  |
| State  | N/A                    | N/A                      | \$5,677             | \$75,837               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -21.8               | -30.5                  |

Note: Cells with N/A values do not require data.

## Types of Services Funded (Fiscal Year 2015-16)

Palmyra utilizes categorical funding to employ a full time Reading Resource Teacher. The Reading Resource teacher supports students who are scoring below grade level on reading assessments and assists with implementing the ELD program. Categorical funding also allows Palmyra to provide a Community Liaison to support parental involvement. Our Community Liaison coordinates the use of community resources for our parent community and serves as an interpreter for parents at meetings and conferences. After school tutoring and enrichment activities are also provided to support academic achievement and student engagement. Palmyra receives Title I, LCFF, and Lottery funds that are used to support these personnel and programs.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,270        | \$45,092                                     |
| Mid-Range Teacher Salary                      | \$74,538        | \$71,627                                     |
| Highest Teacher Salary                        | \$100,322       | \$93,288                                     |
| Average Principal Salary (Elementary)         | \$122,017       | \$115,631                                    |
| Average Principal Salary (Middle)             | \$123,406       | \$120,915                                    |
| Average Principal Salary (High)               | \$143,744       | \$132,029                                    |
| Superintendent Salary                         | \$240,000       | \$249,537                                    |
| Percent of Budget for Teacher Salaries        | 39%             | 37%  |
| Percent of Budget for Administrative Salaries | 5%              | 5%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Palmyra teachers participate in regular professional development opportunities that foster a collaborative and innovative culture. The staff is focused on providing 21st Century learning opportunities within their classrooms for their students. The Wednesday modified day schedule is used effectively to support teacher collaboration within Professional Learning Communities and Professional Development. The focus of PLC meetings and Professional Development trainings are developed collaboratively by the Instructional Leadership Team with input from all teachers. Data from a variety of assessments is regularly reviewed and analyzed to provide student interventions and professional development for teachers (Dibels, Envision Math assessments, District Instructional Activities, CELDT, etc). Our professional development plan (as reflected in our SPSA) includes teachers receiving training, observing lessons of other teachers, and fostering in-house experts. S.U.C.E.S.S. teachers and the RSP teacher are provided with program specific Professional Development needs. Palmyra teachers have also received training with a focus on the Common Core State Standards, Write from the Beginning and Beyond, Data Analysis, Beckman Hands-on-Inquiry-Based Science, GLAD, ELD (Avenues, Hands-on-English, and Vocabulary Basics), Technology (ActivBoards/SMART Boards, Haiku, AERIES Gradebook, mathematics, English language arts and ELD software), and advanced organizers (Thinking Maps). Our GATE teachers have also participated in additional trainings specific to their area of expertise including quarterly GATE meetings, state and local conferences, and differentiating instruction through the use of Depth and Complexity icons by Sandra Kaplan. The District's Curriculum, Special Programs, and Technology departments also provide a variety of training opportunities for teachers and administrators.