

# Palm Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

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

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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Palm Elementary School
<b>Street</b>	12915 Ave 419
<b>City, State, Zip</b>	Orosi, CA 93647
<b>Phone Number</b>	559-528-4751
<b>Principal</b>	Mr. Jayboy Camaquin
<b>Email Address</b>	<a href="mailto:jacamaquin@cojusd.org">jacamaquin@cojusd.org</a>
<b>School Website</b>	<a href="http://www.cojusd.org/">http://www.cojusd.org/</a>
<b>County-District-School (CDS) Code</b>	54718606053938

## 2021-22 District Contact Information

<b>District Name</b>	Cutler-Orosi Joint Unified School District
<b>Phone Number</b>	559-528-4763
<b>Superintendent</b>	Yolanda Valdez
<b>Email Address</b>	<a href="mailto:yovaldez@cojusd.org">yovaldez@cojusd.org</a>
<b>District Website Address</b>	<a href="http://www.cojusd.org">www.cojusd.org</a>

## 2021-22 School Overview

Located in a farming community of the Central Valley and a 45 minute drive to the Sequoia National Park, Palm Elementary, a California Gold Ribbon School and California Title 1 Distinguished School, serves as one of the hubs of this small unincorporated community. Our beautiful building is one of three schools located within one square mile of the Cutler-Orosi Joint Unified School District. Palm Elementary School is located in Orosi, situated in Tulare County, and serves students in Preschool through Fifth Grade following a traditional calendar. The school mascot is the Panther and the school colors are hunter green and black.

At the beginning of the 2021-22 school year, 549 students were enrolled, including 96.2% Socioeconomically Disadvantaged and 50% English Learners. Palm has approximately 34 certificated staff members, 15 classified instructional aides, 8 preschool aides, a classified librarian, PE Technician, and 20 other classified staff members.

District Vision and Mission: Mission - Educating Minds, Inspiring Futures. Vision: All students will be college, career, and community ready and prepared to compete in a global economy.

- Goal 1: Achieve academic excellence and meet the needs of all students in a safe and supportive environment.
- Goal 2: Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.
- Goal 3: Create efficient and effective systems that are innovative, accountable, and proactive.

Mission Statement:

Palm Elementary School creates a student-centered learning environment that serves the whole child in grades ranging from preschool through 5th Grade. We enable students to prepare for their future by developing the skills, knowledge, and confidence necessary to seek a meaningful life, both individually and as productive members of the community.

School Profile and Description:

Palm Elementary School serves a culturally diverse community of students, parents, and staff that strives to create a peaceful environment in which each person is treated with unconditional positive regard and acceptance. Within such an environment, students are empowered and inspired to reach their full academic, emotional, and physical potential in their development as lifelong learners. The staff at Palm Elementary is fully committed to implementing, utilizing, and overseeing an intensive,

## 2021-22 School Overview

balanced, standards-based curriculum to ensure the success of each child. A particular emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency in state standards and curriculum. Staff and parents work together to create a learning environment that has high academic expectations, promotes students' social, emotional, and physical development, teaches responsibility and pride, and models learning as a lifelong endeavor. We are excited about our school, its regular program, as well as our intervention programs, and welcome all to support our effort.

Through rigorous academic standards, high expectations, and a comprehensive and coordinated curriculum (including Visual and Performing Arts), Palm Elementary, in partnership with our District and community, will prepare students with the knowledge and skills necessary to excel in higher education, careers, society, and life with empowered confidence to fulfill their dreams and aspirations for the future. Located in the farming community of the Central Valley and a 45 minute drive to the Sequoia National Park, Palm Elementary, a California Gold Ribbon School and California Title 1 Distinguished School, serves as one of the hubs of this small unincorporated community. Our beautiful building is one of three schools located within one square mile of the Cutler-Orosi Joint Unified School District. The school mascot is the Panther and the school colors are hunter green and black.

Palm Elementary School is in the Cutler-Orosi Joint Unified School District. Palm Elementary School is located in Orosi, situated in Tulare County, and serves students in Preschool through fifth following a traditional calendar. At the beginning of the 2021-22 school year, 549 students were enrolled, including

96.2% Socioeconomically Disadvantaged and 50% English Learners. Palm has approximately 34 certificated staff members, 15 classified instructional aides, 8 preschool aides, a classified librarian, PE Technician, and 20 other classified staff members.

The staff at Palm School works diligently to constantly improve the educational experience for all students. The goal for the 2021-22 school year is to increase student achievement in ELA and Math sufficiently to meet local assessment and CAASPP growth targets for school-wide and significant subgroups. From March 2020 to April 2021, Palm School has offered distance learning and we saw significant learning loss. More than ever, Palm School's goal is to provide continuous educational opportunities and practice for students to address learning loss. While it is our responsibility to continue to educate our children, we also want to compassionately take into consideration the variety of difficulties that our families and employees are enduring during this time.

As we opened up our school this August – Palm School encouraged our parents and students to build strong family relationships as a priority. We all know that students learn at home, at school, in our community, and with their peers. Our Palm School theme this year is Bridging of Home School and Community. We know that students travel back and forth across these bridges for many years to learn who they are and where they are. We need to develop bridges that connect home, school, and the community. It is important to learn about the most effective structures and practices that will produce great school/home connections and increase learning results.

In closing, one of our main focus points for our educators and students during the 2021-2022 school year has been having communication and accountability. We believe that clear communication is the foundation for academic and social success in the classroom, school, and community. Communication is a means to encourage and ensure that students meet the expectations established at Palm Elementary School. A positive and professional demeanor between parents and faculty, attained through trust, mutual support, and teamwork, will further the attainment of these stated goals. An ongoing openness between school and home will reinforce the success of our students and make a positive impact in our community. As educators, we are entrusted with the responsibility to educate and empower this generation of students, which in turn, impacts future generations as well. We will work to ensure academic success for all students by establishing high expectations for student performance, clear and measurable goals, and frequently monitoring student progress.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	96
Grade 2	96
Grade 3	94
Grade 4	101
Grade 5	113
Total Enrollment	610

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	2.6
Hispanic or Latino	94.3
Native Hawaiian or Pacific Islander	0.2
White	2.3
English Learners	45.2
Foster Youth	1
Homeless	5.4
Socioeconomically Disadvantaged	95.1
Students with Disabilities	8.2

## 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

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

## 2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

## 2019-20 Class Assignments

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

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

<b>Year and month in which the data were collected</b>	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Journeys 2016	Yes	0
Mathematics	Great Minds, Eureka Math 2015	Yes	0
Science	National Geographic Science 2016	Yes	0
History-Social Science	Pearson, My World Interactive 2018	Yes	0

### School Facility Conditions and Planned Improvements

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The Principal and Lead Custodian inspect Palm Elementary School on a monthly basis. Palm Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, November 16, 2021 at 12:24 p.m. During the survey there were no noted deficiencies in the school inspection survey by the principal and custodian.

Year and month of the most recent FIT report 11/16/2021

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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



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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	305	299	98.03	1.97	33.11
<b>Female</b>	143	141	98.6	1.4	40.43
<b>Male</b>	162	158	97.53	2.47	26.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	287	282	98.26	1.74	32.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	119	117	98.32	1.68	11.97
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	26	100	0	23.08
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	294	289	98.3	1.7	32.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	32	31	96.88	3.12	6.45

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	299	98.03	1.97	16.72
Female	143	141	98.60	1.40	14.18
Male	162	158	97.53	2.47	18.99
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	287	282	98.26	1.74	15.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	119	117	98.32	1.68	5.98
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	294	289	98.30	1.70	15.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	31	96.88	3.12	0.00

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

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

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

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

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

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

## CAASPP Test Results in Science for All Students

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	112	NT	NT	NT	NT
<b>Female</b>	51	NT	NT		
<b>Male</b>	61	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	105	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	37	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	111	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2020-21 California Physical Fitness Test Results

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2021-22 Opportunities for Parental Involvement

At Palm Elementary School, it is truly evident that parents are not only welcomed but also embraced as co-educators and seen as valuable resources within their child's educational experience. We view education as a partnership and believe that schools improve when teachers and parents act as a team to reinforce each other's efforts in delivering quality education. The School Site Council (SSC) is made up of parents and teachers who together suggest how funds will be spent along with other important school decisions. The very name of our parent group, Parent Teacher Association (PTA), demonstrates our joint commitment, as well. We have a large number of community volunteers throughout the year at Palm Elementary School. Our parents are an integral part of our site strategic plan and are partners in completing our Local Control Accountability Plan (LCAP) each year in February. Several parents meet yearly to review and update our plan which drives our focus and instruction throughout the year. We are proud to say that parents are truly an essential part of the educational process at Palm Elementary School.

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group (ELAC, SSC, and PTO), or simply attending school events. Parents stay informed of upcoming events and school activities through automated telephone messages, the school marquee, school event calendar, school notices, and the District and school websites. Contact the school office at (559) 528-4751 for more information on how to become involved in your child's learning environment.

These are some of the many opportunities available to become involved at Palm School:

1. Opportunities to volunteer- Chaperone, Classroom Helper, Library Assistant, Office Helper, Student Picture Day, Reading to Students, Evening Events, Charitable Causes for Students, PTO Events, Hearing/Vision Screenings, After School, GATE Activities, Family Fun Nights, School Projects Preparation, Canned Food Drive, Book Fairs and Field Trip.
2. Committees - English Learner Advisory Council, District English Learner Advisory Council. School Site Council, Positive Behavior Intervention & Supports (PBIS) Committee.

## 2021-22 Opportunities for Parental Involvement

3. School Activities- Back to School Night, Open House Student, Performances Awards Assemblies, GATE Programs, Monthly Family Fun Night Family, College, and Career Guest Speakers, Book Talks, Educational & Enrichment Assemblies, Pennies for Patients, After School Intervention Programs, Student Leadership Team, Veteran's Day Parade, Before and After School Book Club, Reading Buddy Program

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	623	620	91	14.7
Female	309	308	46	14.9
Male	314	312	45	14.4
American Indian or Alaska Native	2	2	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	16	16	1	6.3
Hispanic or Latino	586	583	89	15.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	15	15	1	6.7
English Learners	300	298	46	15.4
Foster Youth	7	7	3	42.9
Homeless	34	34	5	14.7
Socioeconomically Disadvantaged	590	587	89	15.2
Students Receiving Migrant Education Services	19	19	5	26.3
Students with Disabilities	58	58	10	17.2

## 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 June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.17	0.00	5.86	0.10	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.44	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.04	4.50	2.45
<b>Expulsions</b>	0.00	0.07	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Palm Elementary School in collaboration with local agencies and the District Office. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, COVID 19 safety protocol, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in August and in October 2021. Staff responsibilities and safety plan updates were discussed with staff in August and October 2021. Additionally, we ensure our school and grounds are safe. The staff monitors our campus before, during, and after school, and maintains monthly FIT (Facility Inspection Tool) reports. An assertive discipline plan is strictly enforced that aides in keeping fighting and bullying to a minimum. We have an adequate number of playground supervisors during recess, and we routinely review playground safety rules with students. Fire, earthquake, and emergency drills are conducted monthly. PBIS (Positive Behavior Intervention Support) is implemented at our school, and there is an emphasis on positive reinforcement and good choices.

### D. Other SARC Information

### Information Required in the SARC

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

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		6	
1	24		4	
2	24		4	
3	24		5	
4	27		4	
5	26		4	
6				

## 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	24		6	
1	24		4	
2	30		3	1
3	24		4	
4	31		11	1
5	27		16	
6				

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6		
1	24		4	
2	30		3	1
3	30		3	1
4	25		4	
5	28		4	
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	610



## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.8

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,862.24	\$1,494.75	\$6,367.49	\$68,819.00
<b>District</b>	N/A	N/A	\$8,371.02	\$76,351
<b>Percent Difference - School Site and District</b>	N/A	N/A	-27.2	-8.7
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	-28.0	-9.5

## 2020-21 Types of Services Funded

Palm Elementary School has various before/after school enrichment opportunities that support student learning and recreation. During the instructional day, reading intervention teachers work with students in grades K-5th grade on decoding and comprehension skills. We also have English Learner Academy for our student in grades 3 to 5.

A variety of additional programs and services are provided through categorical or other funds.

Categorical

Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Accelerated Reader)

Supplemental books and reference materials

Supplemental services (Wifi services, program licenses)

Professional Learning (Instructional Coaches, travel and conference, professional services)

Supplemental materials and supplies

Non Cap Equipment (technology)

LCFF/LCAP

The majority of supplemental funds is comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website ([www.cojUSD.org](http://www.cojUSD.org)).

## 2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,087	\$48,119
<b>Mid-Range Teacher Salary</b>	\$74,697	\$74,665
<b>Highest Teacher Salary</b>	\$97,672	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$125,713	\$118,542
<b>Average Principal Salary (Middle)</b>	\$131,530	\$125,068
<b>Average Principal Salary (High)</b>	\$146,392	\$133,516
<b>Superintendent Salary</b>	\$218,317	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	26%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## Professional Development

Cutler-Orosi School District Professional Development is committed to supporting teacher learning and student learning with services designed by leading education experts (Cutler-Orosi Content Coaches and Tulare County Office of Education Staff). Palm School participates in a 2-hour monthly after-school Extended Professional Development. Teachers were given professional development with an on-site Common Core workshop to help teachers deepen their understanding of scientifically based instruction, build upon their own content knowledge, and learn to implement pedagogical best practices in the classroom. In addition, new teachers participate in the TIPS program. On-site support providers help teachers complete their requirements. Supporting English Learner (EL) students improve and meeting the needs of all students through deployments is the focus of each teacher. Instructional Coaches are also utilized to improve the instruction of each teacher on the campus. Palm Elementary School devote one day in October to focus on reading instruction.

2021-2022 Professional Development for Cutler-Orosi Unified School District's certificated and classified staff is robust: district-wide professional development; weekly collaboration and professional growth for school sites, departments, or grade level teams; and District leadership teams, collaboration, and curriculum development beyond the scope of the school day.

District-wide professional development: All staff, classified and certificated, participated in the professional development centering on Multi-Tiered Systems of Support (MTSS) with a focus on behavioral, social-emotional, and academic learning. Staff received Professional Learning. This consists of health/safety procedures, standard-based grade book, comprehensive safety plan, arm intruder, Institute for Multi-Sensory Education, Rocket Math, Writing Calibrations, Step Up to Writing, Sobrato Early Academic Language, Aeries, Guided Reading, Shared Reading, Social-Emotional Learning, Students with Disabilities, English Learner, Number Talks, Level Literacy Intervention (LLI), and anchor charts.

Weekly collaboration and professional growth for school sites: All teachers receive approximately 1.5 hours each Wednesday for staff meetings, site- and district-based Professional Learning, department/grade levels meetings, and/or articulation between grades, departments, and sites.

Additionally, we continue to offer refresher Professional Learning on these previously offered district professional developments:

- English Language Arts Essential Standards
- Math Essential Standards
- Interim Assessments
- Interactive/Engagement Strategies
- Close Reading Lessons
- Repeated Interactive Read Alouds (RIRA) with writing
- Data Analysis
- Professional Learning Communities
- Technology Enrichment
- Fountas and Pinnell Reading Instruction
- English Learner Professional Development (Language Standards)

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4

# Cutler-Orosi Joint Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<b>District Name</b>	Cutler-Orosi Joint Unified School District
<b>Phone Number</b>	559-528-4763
<b>Superintendent</b>	Yolanda Valdez
<b>Email Address</b>	yovaldez@cojusd.org
<b>District Website Address</b>	www.cojusd.org

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2105	2029	96.39	3.61	32.56
<b>Female</b>	1037	1005	96.91	3.09	37.03
<b>Male</b>	1068	1024	95.88	4.12	28.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	67	64	95.52	4.48	48.44
<b>Hispanic or Latino</b>	2010	1938	96.42	3.58	32.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	18	94.74	5.26	22.22
<b>English Learners</b>	718	697	97.08	2.92	6.66
<b>Foster Youth</b>	12	12	100.00	0.00	25.00
<b>Homeless</b>	56	50	89.29	10.71	28.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	2001	1932	96.55	3.45	31.75
<b>Students Receiving Migrant Education Services</b>	54	53	98.15	1.85	15.09
<b>Students with Disabilities</b>	170	158	92.94	7.06	2.58

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2105	2009	95.44	4.56	14.99
<b>Female</b>	1037	998	96.24	3.76	13.77
<b>Male</b>	1068	1011	94.66	5.34	16.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	67	65	97.01	2.99	32.31
<b>Hispanic or Latino</b>	2010	1917	95.37	4.63	14.45
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	18	94.74		11.11
<b>English Learners</b>	718	687	95.68	4.32	2.63
<b>Foster Youth</b>	12	12	100.00	0.00	0.00
<b>Homeless</b>	56	52	92.86	7.14	19.23
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	2001	1912	95.55	4.45	14.23
<b>Students Receiving Migrant Education Services</b>	54	54	100.00	0.00	9.26
<b>Students with Disabilities</b>	170	155	91.18	8.82	0.65

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

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

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

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

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

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