



Palmer Way Elementary School

2900 Palmer Street • National City, CA 91950 • (619) 336 8900 • Grades K 6

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2017 18 School Accountability Report Card Published During the 2018 19 School Year



National School District

1500 N Avenue
National City
6193368950
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District Governing Board

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Barbara Avalos, Clerk

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Superintendent

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**Assistant Superintendent
Educational Services**

Chris Carson
**Assistant Superintendent
Business Services**

Dr. Leticia Hernandez
**Assistant Superintendent
Human Resources**

School Description

Welcome to another fantastic school year! We have so much to celebrate at Palmer Way School, and it is because of the support from our families, our highly qualified teachers, and the committed and engaged students that we are so successful. We are all partners in the educational journey of children. As a team, we strive for excellence in academics and in the social – emotional development of children. We have all known what a great school we have in our community and it is even better to know that the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE), has recognized Palmer Way School as an Honor Roll school for the 2017 - 2018 California Honor Roll.

As principal, I'm honored to serve as the instructional leader and I am committed to ensuring our school maintains high academic standards by providing a rigorous academic program that addresses the individual needs of each student. Our school's dedicated staff is committed to the success of our students and works collaboratively to provide the most effective instructional learning experiences. Palmer Way is a great place to learn and grow, offering a relevant and rigorous curriculum based on the Common Core Standards and project-based learning. Technology is also used extensively by staff and students. The skills of creativity, communication, collaboration, and critical thinking are a focus in each classroom preparing the students for the challenges of the 21st century.

I firmly believe that parent and community involvement, as well as communication and collaboration, are essential to the overall success of our school. Palmer Way has a new and growing Parent Teacher Association (PTA). The PTA is the heart of the school and a vital link between parents, teachers and community members. Through our programs and activities, the Palmer Way Elementary PTA helps to meet the needs of children in our school. Volunteers are greatly appreciated and we would love for you to join our efforts. Please visit the school and inquire how you can GET INVOLVED.

Palmer Way is in our third year of Positive Behavior Interventions and Supports (PBIS) implementation. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Our PBIS team meets monthly to identify challenge areas and come up with strategies to improve student behavior. We are very excited to continue enhancing this approach at Palmer Way School. In addition Palmer Way has been investing many hours of professional development to Project Based Learning (PBL). At Palmer Way we believe that with PBL approach, students are encouraged to become independent workers, critical thinkers, and lifelong learners. Teachers are encouraged to exchange ideas with other teachers while also communicating with parents, in order to bring real-life context and technology to the curriculum. PBL is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning, they will form the basis for the way they will work with others in their adult lives.

I feel so fortunate to be a part of the Palmer Way Family! Working together as a team, Palmer Way teachers, staff, and parents do whatever it takes to ensure the academic and personal success of all our students. High student achievement, outstanding character, along with school connectedness and safety continue to be our top priorities.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017 18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	70
Grade 2	81
Grade 3	72
Grade 4	79
Grade 5	86
Grade 6	85
Total Enrollment	554

2017 18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	6.0
Filipino	14.6
Hispanic or Latino	70.9
Native Hawaiian or Pacific Islander	0.9
White	1.8
Socioeconomically Disadvantaged	79.6
English Learners	47.7
Students with Disabilities	6.3
Foster Youth	0.2

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

Teacher Credentials			
Palmer Way Elementary School	16 17	17 18	18 19
With Full Credential	27	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	16 17	17 18	18 19
With Full Credential	♦	♦	224
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Palmer Way Elementary School	16 17	17 18	18 19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials	
Year and month in which data were collected: January 10, 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvements have been addressed:

- 1997 – Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2000—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

Palmer Way currently has 28 regular classrooms and 12 relocatable buildings.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Findings.
Interior: Interior Surfaces	Good	Men RR: Wall need small repairs. Room B5 Library and D2 RR: Broken ceiling tile. Room C5: Carpet needs replacing. Missing cove base. Room C8: Carpet needs replacing. PS1 RR: Ceiling tile broken. Stained ceiling tile. Work order submitted for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room C3: Dirty. Room cleaned.
Electrical: Electrical	Good	No Findings.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No Findings.
Safety: Fire Safety, Hazardous Materials	Good	No Findings.
Structural: Structural Damage, Roofs	Good	Rooms D2 Kinder, D3, D5, D6, D7, and Modular RR Staff: Ramp needs repairs. Work order submitted for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No Findings.
Overall Rating	Good	

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. 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); 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

2017 18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3 8 and 11)					
	School		District		State	
	16 17	17 18	16 17	17 18	16 17	17 18
ELA	56.0	57.0	41.0	43.0	48.0	50.0
Math	35.0	40.0	31.0	33.0	37.0	38.0

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.

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

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16 17	17 18	16 17	17 18	16 17	17 18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017 18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.6	21.8	19.5

* 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.

School Year 2017 18 CAASPP Assessment Results English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	317	95.48	57.10
Male	153	147	96.08	60.54
Female	179	170	94.97	54.12
Black or African American	--	--	--	--
Asian	20	20	100.00	85.00
Filipino	40	40	100.00	77.50
Hispanic or Latino	231	218	94.37	49.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	21	20	95.24	60.00
Socioeconomically Disadvantaged	259	247	95.37	53.44
English Learners	212	202	95.28	52.97
Students with Disabilities	23	23	100.00	21.74
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

School Year 2017 18 CAASPP Assessment Results Mathematics				
Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	327	98.49	40.06
Male	153	150	98.04	45.33
Female	179	177	98.88	35.59
Black or African American	--	--	--	--
Asian	20	20	100	45
Filipino	40	40	100	67.5
Hispanic or Latino	231	228	98.7	32.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	21	20	95.24	55
Socioeconomically Disadvantaged	259	255	98.46	36.86
English Learners	212	212	100	35.85
Students with Disabilities	23	23	100	34.78
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact Person Name: Alfonso Denegri

Phone Number: (619) 336-8900

Home/School Partnership:

- Student Recognition Assembly
- Parent/Teacher Association (PTA)
- GATE Steering Committee
- Catholic Charities Grandparent Program
- Volunteer Appreciation Events
- Family Literacy Nights
- Project Based Learning presentations
- School Site Council
- English Language Advisory Committee (ELAC)
- Parents Volunteers
- PTA/Family Events (Fall Festival, Art Festival, Movie Nights, etc.)
- Coffee with the Principal

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.

School Safety Plan

SB187 Safety Plan

Date the plan was last updated: December, 2018

Date the plan was last reviewed with the staff: December, 2018

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	2015 16	2016 17	2017 18
Suspensions Rate	0.2	2.9	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015 16	2016 17	2017 18
Suspensions Rate	1.0	2.6	1.5
Expulsions Rate	0.0	0.0	0.0
State	2015 16	2016 17	2017 18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	1.0 District
Nurse	1.0 District
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0 Language Arts Specialist
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1 20			21 32			33+		
	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18
K	22	20	20	1	4	2	4		2			
1	22	23	23				3	4	3			
2	23	22	20			3	3	3	1			
3	23	24	24				4	3	3			
4	29	33	27				2		2		2	
5	31	31	31				3	3	3			
6	28	31	26			1	3	2	3		1	
Other	18	14		1	1							

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

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSa Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

In addition to district level professional development focused around English language arts and math, Palmer Way also has a strong focus on Project Based Learning. Many hours of professional development are spent on identifying, studying and implementing Project Based Learning (PBL). We have broken down the eight essential elements of PBL for our training. Most of the training is being done once a month. The focus areas of the training include: Challenging Problem or Question, Sustained Inquiry, Authenticity, Student Voice & Choice, Reflection, Critique & Revision, and Public Product. The end result of our school wide focus on professional development is to help ensure that the learning experience will be worth the investment by students and teachers. Project Based Learning also involves solving highly complex problems which require that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). With this combination of skills, students become directors and managers of their learning process, guided and mentored by a skilled teacher.

FY 2016 17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,161	\$50,084
Mid-Range Teacher Salary	\$67,240	\$80,256
Highest Teacher Salary	\$100,634	\$100,154
Average Principal Salary (ES)	\$136,874	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016 17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,244	627	4,617	70,190
District	◆	◆	4,571	\$74,205
State	◆	◆	\$7,125	\$80,911
Percent Difference: School Site/District			1.0	-5.6
Percent Difference: School Site/ State			-42.7	-14.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$117,578

LCAP Supplemental and Concentration Funds \$221,168

Total \$ 338,746

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.