# Palmer Way 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.<br><br>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/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/<br><br>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/ 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/ 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

| | |
|---|---|
| **School Name** | Palmer Way Elementary School |
| **Street** | 2900 Palmer Street |
| **City, State, Zip** | National City, CA 91950 |
| **Phone Number** | (619) 336-8900 |
| **Principal** | Alfonso J Denegri |
| **Email Address** | adenegri@nsd.us |
| **School Website** | www.nsd.us |
| **County-District-School (CDS) Code** | 37-68221-6038814 |

## 2021 22 District Contact Information

| | |
|---|---|
| **District Name** | National School District |
| **Phone Number** | 619-336-7500 |
| **Superintendent** | Dr. Leighangela Brady |
| **Email Address** | lbrady@nsd.us |
| **District Website Address** | www.nsd.us |

## 2021 22 School Overview

Dear Families of Palmer Way Students,

Welcome to the 2021-2022 school year at Palmer Way! I hope you and your family have enjoyed the summer break and spent special time together. As we begin, I look forward to partnering with you, sharing in your journey of watching your child grow.

As I begin my 8th year as principal of Palmer Way, I want to assure you that Palmer Way has a special place in my heart, just as it does with you. I am very grateful to be able to continue as part of a community that values families and education so much. The partnership between school and home will be more important than ever as we look to move beyond distance and hybrid learning. As always, the physical and social-emotional safety of our students, families, and staff will remain the highest priority.

As you know, we will begin the school year on Monday, July 26, 2021. During the first few weeks of school, it is imperative that students build relationships with their teacher(s) and peers.  Here at Palmer Way we have learned and grown from our distance and hybrid experiences the last year and a half. This year, we are committed to providing all students with a rigorous and robust education aligned to the National School District Mission and Vision, "Exceptionally prepared learners, Innovative and compassionate world citizens."

We are excited for a new school year of learning with you and your students. While you will notice a few new faces and some minor structural modifications, we welcome you to another promising year at Palmer Way School and wish you a great school year!

Sincerely,

Alfonso Denegri
Principal

# About this School

## 2020 21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 70 |
| Grade 1 | 60 |
| Grade 2 | 62 |
| Grade 3 | 58 |
| Grade 4 | 73 |
| Grade 5 | 88 |
| Grade 6 | 83 |
| Total Enrollment | 494 |

## 2020 21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Asian | 4.5 |
| Black or African American | 1.6 |
| Filipino | 17.6 |
| Hispanic or Latino | 68.6 |
| Native Hawaiian or Pacific Islander | 0.6 |
| Two or More Races | 3.6 |
| White | 3.4 |
| English Learners | 38.5 |
| Homeless | 6.9 |
| Socioeconomically Disadvantaged | 69.4 |
| Students with Disabilities | 7.3 |

## 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

## 2020 21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.0 | 100.0 | 226.9 | 93.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.0 | 0.0 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.0 | 0.0 | 0.0 | 0.0 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.0 | 0.0 | 3.0 | 1.2 | 12115.8 | 4.4 |
| Unknown | 0.0 | 0.0 | 13.0 | 5.4 | 18854.3 | 6.9 |
| Total Teaching Positions | 21.0 | 100.0 | 242.9 | 100.0 | 274759.1 | 100.0 |

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.

## 2020 21 Teachers Without Credentials and Misassignments (considered "ineffective under ESSA)

| Authorization/Assignment | 2020 21 |
|---|---|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

## 2020 21 Credentialed Teachers Assigned Out of Field (considered "out of field" under ESSA)

| Indicator | 2020 21 |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.0 |

## 2020 21 Class Assignments

| Indicator | 2020 21 |
|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

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

| Year and month in which the data were collected | 08/25/2021 |
| --- | --- |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
| --- | --- | --- | --- |
| **Reading/Language Arts** | Benchmark Advance 2018<br>Benchmark Adelante 2018<br>American Reading Company 2018 | Yes | 0% |
| **Mathematics** | Houghton-Mifflin-Harcourt<br>California GO MATH<br>2015/2016 | Yes | 0% |
| **Science** | McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias<br>2008/2009 | Yes | 0% |
| **History-Social Science** | H. M. Harcourt Reflections<br>2007/2008 | Yes | 0% |
| **Foreign Language** | Benchmark Advanced/Adelante for English Language Development<br>2020 | Yes | 0% |

## School Facility Conditions and Planned Improvements

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.

| Year and month of the most recent FIT report | 8/6/2021 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** <br> Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** <br> Interior Surfaces | X | | | Custodial Room: Dirty <br> Room B9 (Center): Replace cabinetry <br> Action Taken: Work orders submitted for repairs. |
| **Cleanliness:** <br> Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** <br> Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** <br> Fire Safety, Hazardous Materials | X | | | |
| **Structural:** <br> Structural Damage, Roofs | X | | | Storage: Shed needs to be replaced <br> Action Taken: Work order submitted. |
| **External:** <br> Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | Playgrounds: Both primary and kinder playgrounds need attention <br> Action Taken: Work order submitted for repairs. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
|  | X |  |  |

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

**State Priority: Pupil Achievement**

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

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

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

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

**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 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| **Mathematics** (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 |
|---|---|---|---|---|---|
| All Students | 312 | NT | NT | NT | NT |
| Female | 167 | NT | NT | NT | NT |
| Male | 145 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 14 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 43 | NT | NT | NT | NT |
| Hispanic or Latino | 219 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 19 | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 142 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 26 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 214 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 22 | NT | NT | NT | NT |

## 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 | 312 | NT | NT | NT | NT |
| Female | 167 | NT | NT | NT | NT |
| Male | 145 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 14 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 43 | NT | NT | NT | NT |
| Hispanic or Latino | 219 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 19 | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 142 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 26 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 214 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 22 | NT | NT | NT | NT |

## 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.

| iReady Student Groups | iReady Total Enrollment | iReady Number Tested | iReady Percent Tested | iReady Percent Not Tested | iReady Percent At or Above Grade Level |
|---|---|---|---|---|---|
| All Students | 485 | 477 | 98.4 | 1.6 | 45.3 |
| Female | 253 | 249 | 98.4 | 1.6 | 45.4 |
| Male | 232 | 228 | 98.3 | 1.7 | 45.2 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 20 | 20 | 100 | 0 | 75 |

| | | | | | |
|---|---|---|---|---|---|
| **Black or African American** | 8 | 8 | 100 | 1.9 | 37.5 |
| **Filipino** | 84 | 84 | 100 | 0 | 75 |
| **Hispanic or Latino** | 321 | 315 | 98.1 | 1.9 | 11 |
| **Native Hawaiian or Pacific Islander** | 3 | 2 | 66.7 | 33.3 | 100 |
| **Two or More Races** | 18 | 18 | 100 | 0 | 26 |
| **White** | 16 | 16 | 100 | 0 | 29 |
| **English Learners** | 190 | 186 | 97.9 | 2.1 | 10 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 28 | 27 | 96.4 | 3.6 | 11.1 |
| **Military** | 4 | 4 | 100 | 0 | 66.7 |
| **Socioeconomically Disadvantaged** | 326 | 320 | 98.2 | 1.8 | 17.9 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 33 | 33 | 100 | 0 | 12 |

*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.

| iReady<br>Student Groups | iReady<br>Total<br>Enrollment | iReady<br>Number<br>Tested | iReady<br>Percent<br>Tested | iReady<br>Percent<br>Not Tested | iReady<br>Percent<br>At or Above<br>Grade Level |
|---|---|---|---|---|---|
| **All Students** | 485 | 474 | 97.7 | 2.3 | 36.3 |
| **Female** | 253 | 247 | 97.6 | 2.4 | 33.6 |
| **Male** | 232 | 227 | 97.8 | 2.2 | 39.2 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 20 | 20 | 100 | 0 | 32 |
| **Black or African American** | 8 | 8 | 100 | 0 | 37.5 |
| **Filipino** | 84 | 84 | 100 | 0 | 63.1 |
| **Hispanic or Latino** | 321 | 312 | 97.2 | 2.8 | 23.7 |
| **Native Hawaiian or Pacific Islander** | 3 | 2 | 100 | 0 | 100 |
| **Two or More Races** | 18 | 18 | 100 | 0 | 66.7 |
| **White** | 16 | 16 | 100 | 0 | 56.3 |
| **English Learners** | 190 | 185 | 97.4 | 2.6 | 23.2 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 28 | 27 | 96.4 | 3.6 | 29.6 |
| **Military** | 4 | 4 | 100 | 0 | 100 |
| **Socioeconomically Disadvantaged** | 326 | 317 | 97.2 | 2.8 | 33.4 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |

| Students with Disabilities | 33 | 33 | 100 | 0 | 15.2 |

*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 |
|---|---|---|---|---|---|---|
| Science (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 |
|---|---|---|---|---|---|
| All Students | 90 | NT | NT | NT | NT |
| Female | 45 | NT | NT | | |
| Male | 45 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 63 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 28 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 66 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | 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

Contact Person Name: Alfonso Denegri
Phone Number: (619) 336-8950

Home/School Partnership:

- Virtual Student Recognition Assembly
- Parent/Teacher Association (PTA), Virtual Meeting
- GATE Steering Committee, Virtual Meeting
- School Site Council, Virtual Meetings
- English Language Advisory Committee (ELAC), Virtual Meetings
- Virtual Coffee with the Principal

## 2020 21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 518 | 512 | 87 | 17.0 |
| Female | 268 | 265 | 40 | 15.1 |
| Male | 250 | 247 | 47 | 19.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 22 | 22 | 0 | 0.0 |
| Black or African American | 8 | 8 | 6 | 75.0 |
| Filipino | 90 | 89 | 4 | 4.5 |
| Hispanic or Latino | 358 | 353 | 70 | 19.8 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 1 | 33.3 |
| Two or More Races | 19 | 19 | 3 | 15.8 |
| White | 18 | 18 | 3 | 16.7 |
| English Learners | 233 | 233 | 36 | 15.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 42 | 42 | 8 | 19.0 |
| Socioeconomically Disadvantaged | 364 | 362 | 73 | 20.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 46 | 46 | 9 | 19.6 |

## 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 |
|---|---|---|---|---|---|---|
| Suspensions | 1.21 | 0.00 | 1.58 | 0.00 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 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 |
|---|---|---|---|
| Suspensions | 1.62 | 0.78 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

## 2020 21 Suspensions and Expulsions by Student Group

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

## 2021 22 School Safety Plan

SB187 Safety Plan
Date the plan will be added: December 2021
Date the plan was last reviewed with the staff: January 2022

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.

## 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 | 21 | 1 | 3 | |
| 1 | 23 | | 2 | |
| 2 | 24 | | 3 | |
| 3 | 22 | | 4 | |
| 4 | 27 | | 2 | |
| 5 | 29 | | 3 | |
| 6 | 23 | 1 | 3 | |

## 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 | 22 | 1 | 2 | |
| 1 | 23 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 24 | | 3 | |
| 4 | 28 | | 2 | |
| 5 | 27 | | 2 | |
| 6 | 29 | | 2 | |
| Other | 23 | 1 | 4 | |

## 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 | 20 | 1 | 2 | |
| 1 | 24 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 24 | | 2 | |
| 4 | 27 | | 2 | |
| 5 | 28 | | 2 | |
| 6 | 28 | | 2 | |
| Other | 25 | | 5 | |

## 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** | 988 |

## 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 |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |

## 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 |
|---|---|---|---|---|
| School Site | $7,322 | $358 | $6,964 | $85,712 |
| District | N/A | N/A | $6,447 | $83,098 |
| Percent Difference - School Site and District | N/A | N/A | 7.7 | 3.1 |
| State | | | $8,444 | $82,431 |
| Percent Difference - School Site and State | N/A | N/A | -19.2 | 3.9 |

## 2020 21 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.
Funds are used to support three Impact Teachers.

Title I $107,897
LCAP Supplemental and Concentration Funds $124,723
Total $340,110

## 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 |
|---|---|---|
| Beginning Teacher Salary | $49,557 | $51,450 |
| Mid-Range Teacher Salary | $73,699 | $80,263 |
| Highest Teacher Salary | $106,425 | $101,012 |
| Average Principal Salary (Elementary) | $136,181 | $128,082 |
| Average Principal Salary (Middle) | $0 | $132,453 |
| Average Principal Salary (High) | $0 | $134,792 |
| Superintendent Salary | $210,492 | $197,968 |
| Percent of Budget for Teacher Salaries | 34% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

## Professional Development

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. During the 2019-20 school year all teachers at Palmer Way will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 Writing. Many hours of professional development are spent on identifying, studying and implementing Writing Strategies At Palmer Way we believe that the skills most important to develop in young children, is a love of reading and writing. A child with a book or pencil in her hands is a child with a bright future in front of her. Reading and writing may be looked at as fundamental skills within the classroom, but their use remains essential long after one's formal education comes to an end. Living in the digital age has made literacy even more important, as communicating professionally via writing is an important skill in most workplaces. At a time when professionals spend one third of their time reading and writing emails, written communication is more important than ever before for success in academics and beyond. The earlier in life writing skills are developed, the stronger these skills will be in the long run, highlighting the importance of writing in elementary school.

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

| Subject | 2019 20 | 2020 21 | 2021 22 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 26 | 14 | 19 |

# National 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

| | |
|---|---|
| **District Name** | National School District |
| **Phone Number** | 619-336-7500 |
| **Superintendent** | Dr. Leighangela Brady |
| **Email Address** | lbrady@nsd.us |
| **District Website Address** | www.nsd.us |

## 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 |
|---|---|---|---|---|---|
| All Students | 2815 | 2 | 0.07 | 99.93 | -- |
| Female | 1375 | 0 | 0.00 | 100.00 | -- |
| Male | 1438 | 2 | 0.14 | 99.86 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 34 | 0 | 0.00 | 100.00 | -- |
| Filipino | 219 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2345 | 1 | 0.04 | 99.96 | -- |
| Native Hawaiian or Pacific Islander | 19 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 91 | 1 | 1.10 | 98.90 | -- |
| White | 58 | 0 | 0.00 | 100.00 | -- |
| English Learners | 1412 | 1 | 0.07 | 99.93 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 320 | 0 | 0.00 | 100.00 | -- |
| Military | 13 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 2021 | 2 | 0.10 | 99.90 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 379 | 2 | 0.53 | 99.47 | -- |

## 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<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 2815 | 2 | 0.07 | 99.93 | -- |
| Female | 1375 | 0 | 0.00 | 100.00 | -- |
| Male | 1438 | 2 | 0.14 | 99.86 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 47 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 34 | 0 | 0.00 | 100.00 | -- |
| Filipino | 219 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 2345 | 1 | 0.04 | 99.96 | -- |
| Native Hawaiian or Pacific Islander | 19 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 91 | 1 | 1.10 | 98.90 | -- |
| White | 58 | 0 | 0.00 | | -- |
| English Learners | 1412 | 1 | 0.07 | 99.93 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 320 | 0 | 0.00 | 100.00 | -- |
| Military | 13 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 2021 | 2 | 0.10 | 99.90 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 379 | 2 | 0.53 | 99.47 | -- |

## 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.