

# Palmer Way Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



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

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Palmer Way Elementary School
<b>Street</b>	2900 Palmer Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8900
<b>Principal</b>	Dr. Leticia Segura
<b>Email Address</b>	lsegura@nsd.us
<b>School Website</b>	www.nsd.us
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	37-68221-6038814

### 2024-25 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	619-336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website</b>	www.nsd.us

### 2024-25 School Description and Mission Statement

Dear Palmer Way Families,

At Palmer Way, we believe in fostering a sense of community— a shared bond among staff, students, and parents. In collaboration with our dedicated PTA, we are committed to making Palmer Way a school where staff and families unite to nurture students to grow to be exceptionally prepared learners, as well as innovative and compassionate world citizens.

Our success hinges on our partnership with you, our parents. Together, we can empower our students to reach their highest

## 2024-25 School Description and Mission Statement

potential. Our teachers recognize the pivotal role that both school and home play in a child's journey, and your active involvement will undoubtedly shape a successful academic path. I am certain that our shared responsibility for our student's success will yield positive outcomes throughout the year, overcoming any challenges we may encounter.

As we navigate the upcoming months, safety remains a priority. We will be reviewing and updating our safety protocols. To get involved, I encourage you to join our Palmer Way PTA and participate in our School Site Council Committee, ELAC Committee, Coffee with the Principal Meetings and Fun Family Fridays. You can also volunteer by completing the Parent Volunteer packet available at the school office or downloadable from the NSD Website—it's a fantastic way to contribute to our school community.

A gentle reminder: adherence to the National School District Uniform Policy is crucial. Please consult page 24 of the National School District 2024-2025 Annual Parent Notifications Handbook for details by visiting the NSD Website. Your cooperation in ensuring students come to school in uniform every day is highly appreciated.

Thank you for your continued support as we work together as a school community, inspiring our students to shine as they achieve their goals. Here's to a fantastic school year at Palmer Way!

Warm regards,

Dr. Leticia Segura Ed.D.

Principal Palmer Way School

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	51
Grade 2	42
Grade 3	63
Grade 4	52
Grade 5	62
Grade 6	49
<b>Total Enrollment</b>	<b>415</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	2.4
Black or African American	1.9
Filipino	20.2
Hispanic or Latino	68
Two or More Races	6.3
White	0.7
English Learners	46.7
Homeless	8.9
Socioeconomically Disadvantaged	75.9
Students with Disabilities	15.4

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	100.00	226.90	93.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.24	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	13.00	5.35	18854.30	6.86
<b>Total Teaching Positions</b>	21.00	100.00	242.90	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.00	100.00	193.80	91.50	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.42	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	14.00	6.61	15831.90	5.67
<b>Total Teaching Positions</b>	18.00	100.00	211.80	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	88.89	191.00	91.69	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.96	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.00	0.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.00	11.11	13.30	6.39	14303.80	5.15
<b>Total Teaching Positions</b>	18.00	100.00	208.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<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)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected 8/28/2024

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

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

## 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.
- 2023—Lower playground completed to include: 2 basketball courts, Gaga Pit, large instruments/electronic play, 3 Pickle ball courts, turf soccer field and turf baseball field.

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. Palmer Way's lower playground underwent a major renovation which was completed October 18, 2023.

### 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

8/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Deficiencies - Mech/HVAC: MPR (two fly fans not working)  Action Taken: Work order submitted.
<b>Interior:</b> Interior Surfaces			X	Deficiencies: Rm. B8 (damage ceiling tiles, chipping paint along bottom at cabinets), Rm. B6 (carpet stains), A Cube Area (counter top chipped), Rm A3 (chipped paint along lower cabinets), Rm C8 (chipped paint along bottom of cabinet, chipped counter top), Cube Area (walls around sink delaminating, carpet stained), Rm. C7 (chipped paint along bottom of cabinet, chipped counter top), Rm. C5 (chipped paint along bottom of cabinet), Nurse office (door paint chipping), Girls RR Admin Bldg (mirror stained), Boys RR Admin Bldg (mirror stained), DTA 1 PTA (damaged ceiling panel near door), DT 6 (stained carpet), D9 Stem (stained ceiling tile)  Action Taken: Work orders submitted.
<b>Cleanliness:</b>	X			



## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation			
<b>Electrical</b>	X		<p>Deficiencies: A Cube Area (daisy chain at two power strip), Boiler Rm (elec panel blocked), Principals office (fridge on power strip)</p> <p>Action Taken: Work orders submitted.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>Deficiencies - Sinks/Fountains: Rm. B2 (cold water handle stuck closed), Lounge (loose faucet), Nurse office (no hot water), DT 2 TK (RR #1 sink runs long), Boys RR D Bldg (sink #1 broken handle)</p> <p>Deficiencies - Restrooms: Girls RR (missing menstrual product dispenser), Boys RR (menstrual product dispenser empty), Nurse office (no sign on menstrual product dispenser), D Bldg Girls RR (no signage on menstrual product dispenser), Girls RR (no signage on menstrual product dispenser)</p> <p>Action Taken: Work orders submitted.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>Deficiencies - Hazardous Materials: Rm. B6 (chipped paint on door), Rm. C5 (peeling paint on exterior door), Custodian (paint peeling around floor sink)</p> <p>Action Taken: Work orders submitted.</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>Deficiencies - Structural Damage: MPR (stucco coming off north wall), Kitchen (at can wash, wood siding has dry rot at the bottom), PE Storage next to Kitchen (dry rot along bottom of siding)</p> <p>Action Taken: Work orders submitted.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Deficiencies - Playground/School Grounds: D9 Stem (playground field material), Girls RR (in playground, soccer goals not secured (trip hazard) and weeds overgrown)</p> <p>Action Taken: Work orders submitted.</p>

## 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).

### College and Career Ready

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

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	40	31	30	46	47
<b>Mathematics</b> (grades 3-8 and 11)	32	33	25	24	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	220	97.78	2.22	40.45
Female	108	106	98.15	1.85	42.45
Male	117	114	97.44	2.56	38.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	49	48	97.96	2.04	68.75
Hispanic or Latino	145	143	98.62	1.38	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00
White	--	--	--	--	--
English Learners	89	87	97.75	2.25	17.24
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	28.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	124	121	97.58	2.42	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	11.11

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	225	221	98.22	1.78	32.58
<b>Female</b>	108	107	99.07	0.93	29.91
<b>Male</b>	117	114	97.44	2.56	35.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	49	48	97.96	2.04	54.17
<b>Hispanic or Latino</b>	145	143	98.62	1.38	23.08
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100.00	0.00	50.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	89	88	98.88	1.12	15.91
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	25	25	100.00	0.00	24.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	124	122	98.39	1.61	24.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	27	87.10	12.90	14.81

## 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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	23.40	25.42	18.43	19.16	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	61	59	96.72	3.28	25.42
<b>Female</b>	26	25	96.15	3.85	28.00
<b>Male</b>	35	34	97.14	2.86	23.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	42	97.67	2.33	21.43
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	21	95.45	4.55	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	36	34	94.44	5.56	23.53
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.4	96.7	96.7	96.7	96.7

## 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.

#### 2024-25 Opportunities for Parental Involvement

Contact Person Name: Dr. Leticia Segura  
Phone Number: (619) 336-8950

Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee, and Coffee with the Principal meetings.

To ensure effective parent and family engagement, Palmer Way School includes parents and the community in the decision-making process via our SSC and ELAC committees. To improve student academic achievement the School Plan for Student Achievement (SPSA) is jointly developed, reviewed, mutually agreed upon, and monitored by our SSC and ELAC committees. Committee members are involved in the decisions regarding how funds included in the SPSA will be allocated for activities that will improve student academic achievement and school performance. Academic achievement data is shared, and all activities and expenditures are reviewed, approved, and recommended by the SSC and ELAC to the local governing board. In addition, the SSC periodically reviews and evaluates progress toward SPSA goals, and, as necessary, revises the SPSA to ensure that all children receive a high-quality education. Data is used to monitor students' progress in efforts to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting these standards. Palmer Way School uses various methods to build and develop partnerships between parents and staff to help children achieve the state's high standards (weekly communication via the Palmer Way School Parent Newsletter, parent conferences, and Student Support Team Meetings). During these meetings, parents and family members are informed that they can directly affect the success of their children's learning. Techniques and strategies are often provided to parents in our newsletter so they may assist their children at home in efforts to improve their children's academic success.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	432	126	29.2
Female	223	215	59	27.4
Male	226	217	67	30.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	87	86	10	11.6
Hispanic or Latino	307	294	93	31.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	12	46.2
White	--	--	--	--
English Learners	210	204	59	28.9
Foster Youth	--	--	--	--
Homeless	46	44	20	45.5
Socioeconomically Disadvantaged	343	328	104	31.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	77	39	50.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	2.67	2.9	1.12	1.89	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.90	0.00
Female	0.00	0.00
Male	5.75	0.00
Non-Binary	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	2.30	0.00
Hispanic or Latino	2.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	0.00	0.00
English Learners	2.86	0.00
Foster Youth	0.00	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	3.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

SB187 Safety Plan

Date the plan was last updated and board approved: February 2024

Date the plan was last reviewed with the staff: July 2024

## 2024-25 School Safety Plan

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) school-wide 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. Safety information is also provided via our Safety Flip-charts that are hung in every classroom and reviewed yearly with staff. 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.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	22	1	1	
<b>1</b>	23		2	
<b>2</b>	24		2	
<b>3</b>	24		2	
<b>4</b>	25		1	
<b>5</b>	33			
<b>6</b>	29		2	
<b>Other</b>	26		6	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	20	1	1	
2	22		2	
3	21	1	1	
4	28		2	
5	26		1	
6	32		1	
Other	22	1	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		2	
1	24		2	
2	24		1	
3	24		2	
4	32		1	
5	33			
6	33			
Other	26	1	2	

## 2023-24 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	830

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,217	\$5,513	\$11,704	\$92,676
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	8.0	-5.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	8.3	-1.6

## Fiscal Year 2023-24 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 one Impact Teacher, and materials & supplies to provide extra support to students.

Title I Fund: \$73,193

LCAP Supplemental and Concentration Fund: \$117,867

Total: \$191,060

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,195	\$57,839
<b>Mid-Range Teacher Salary</b>	\$83,569	\$90,040
<b>Highest Teacher Salary</b>	\$120,678	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$154,082	\$144,639
<b>Average Principal Salary (Middle)</b>	\$0	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$236,319	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	28%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

The selection of focus areas for ongoing 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 with ELA & math curriculum, best instructional practices, data analysis, to strengthen our Positive Behavior Intervention and Support (PBIS) practices, and ways for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. The staff at Palmer Way Elementary School is involved in ongoing professional development linked to Common Core standards. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level standards. PD this year has focused on ELD (LHEW), student safety, and Summit K12. All staff at Palmer Way receive ongoing professional development on accessing and interpreting data online utilizing Panorama which provides access to the full range of district multiple measures assessments. The IRLA and iReady reading assessment is used during each testing window to review phonics skills, reading comprehension, and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level. In addition, we have strengthened our Multi-Tiered System of Support (MTSS) process. Our MTSS leadership team met two days this year to analyze school data, and establish school-wide goals. PD has been delivered through teacher release days, collaboration days, weekly staff meetings, off-the-clock PD offerings, and individual teacher planning days. In addition, we have several District Resource Teachers (DRT) that provide coaching support in the area of Language Arts, Math, and English Language Development.

Annually, a plan for staff development is designed based on the review of site data, including CAASPP, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, MTSS Coordinator, site resource teacher, and teaching staff. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides time for teachers to collaborate in grade level and vertical (K-2, 3-4, 5-6, etc.) planning groups.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	20