

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



PALMER WAY SCHOOL
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Principal, Alfonso Denegri

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About This 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC .

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

DataQuest

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

Internet Access

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

About This School

School Description

Palmer Way School is located in National City, California, a community south of San Diego. Palmer Way is a pre-school to 6th grade elementary school. This year, we began our second Transitional Kindergarten class. Fifty-four percent of our students are English Language Learners and all of our students meet low-income crite-

ria. The staff consists of 26 certificated teachers, 2 impact teachers, 19 classified employees and 6 support staff. We have 24 regular classrooms.



At Palmer Way School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Message from Principal, Alfonso Denegri

Palmer Way has an extraordinary teaching staff of 20 classroom teachers, supported by a Language Arts Specialist, Counselor, Resource Specialist, Librarian, 4 Collaboration Wheel Enrichment Teachers, Speech Teachers, and Paraprofessionals. Our goal is to motivate children to be the best they can be. We believe all children are brilliant and challenge all students to meet and exceed the standards. Teacher collaboration is an essential, rigorous and meaningful part of the core curriculum enabling teachers to identify the most effective strategies to help students master the new Common Core State Standards.

Palmer Way has an excellent Parent Teacher Student Organization. We are thankful to have such a core group of dedicated parents to help us support our educational program.

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

Brian Clapper,
Board President

Maria Dalla,
Board Clerk

Bárbara Avalos, Member
Maria Betancourt-Castañeda,
Member

Alma Sarmiento, Member

ADMINISTRATION

Christopher Oram, Ed.D.
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Cynthia Frazee
Assistant Superintendent
Human Resources

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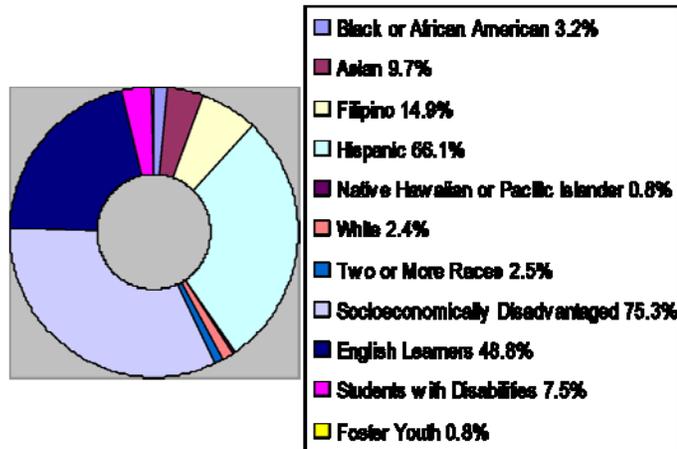
School Accountability Report Card

School Enrollment by Grade Level 2014-15

Grade Level	Number of Students
Kindergarten	103
Grade 1	71
Grade 2	83
Grade 3	72
Grade 4	84
Grade 5	88
Grade 6	89
Total Enrollment	590



Student Enrollment by Group 2014-15



A. Conditions of Learning

State Priority: Basic

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

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



Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	28	24	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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



Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Note: High-poverty schools are defined as those schools with student eligibility of

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

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

Palmer Way Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve - Systematic ELD	2014/2015	0%



Instructional Programs

Palmer Way staff, teachers, instructional support staff and classified staff are committed to creating the best possible educational experience for your children. Our efforts have been focused on the improvement of student achievement at all levels and for all children. This year, staff development focused on supporting our English Learners, as well as technology. Last year was an exciting year as we began our collaboration wheel for teachers, which not only provides bi-monthly collaboration times for teachers, but also provides students with enrichment classes that include, science, art, technology and physical education. We continue to recognize the importance of the cumulative effect by focusing on the following strategic and school wide structures: (1) Technology (2) Data Teams, (3) Response to Intervention (RTI) and (4) School Wide Positive Behavior Intervention Support (SWPBIS). This strategic approach establishes and guides our student support, budget and expected adult actions. Our dedicated staff regularly goes above and beyond to provide additional support to your children. Many teachers open their classrooms before school, during all recesses and after school to help students with math, reading or writing.

In addition, the before and after school program, Recreation, Education, and Academics for Children (REACH) provides many classes in academic support, fine arts and physical education. Additionally, several classes have been formed before and after school by credentialed teachers. Students meet before school to create Palmer Way's memory yearbooks or to work on Imagine Learning in our computer lab. We also have math, ELD and reading comprehension after school classes to support students. The Palmer Way website continues to be a vital pathway for linking home and school communication. It enables teachers and students to post videos, photographs and news about Palmer Way. Weekly bulletins are sent home and posted on our web page to share upcoming events with parents and community members.

Palmer Way has developed a comprehensive technology plan. Our vision is, "To create an environment that integrates technology as a natural part of the educational experience, and to provide all learners with the skills to access knowledge that will build a foundation for their future." Teachers use technology to collect, organize and analyze student achievement data to support and enhance our instructional program. As teachers monitor student progress, they are able to plan appropriate

instruction and are therefore able to meet the needs of individual students. In addition, we have created goals that align with the National School District's long-term goals for integrating technology. Our goals include two major curricular emphasis (reading/language arts and math), sequential and grade appropriate digital technology integration, professional development for teachers and an ongoing focus on technological purchases which will allow students at Palmer Way to have a 1-to-1 access to technology.



School Facility Conditions & Planned Improvements— Most Recent Year

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvement 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.

School Accountability Report Card

School Facility Good Repair Status — Most Recent Year

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Results of most recently completed school site inspection, done on October 1, 2015 to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Good	Fair	Poor
	X		



New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	49%	36%	44%
Mathematics (grades 3-6)	30%	25%	33%

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.

Palmer Way Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	71	100.0%	38.0%	35.0%	17.0%	10.0%
Male	71	37	52.1%	43.0%	35.0%	11.0%	11.0%
Female	71	34	47.9%	32.0%	35.0%	24.0%	9.0%
Black or African American	71	3	4.2%	--	--	--	--
Asian	71	7	9.9%	--	--	--	--
Filipino	71	7	9.9%	--	--	--	--
Hispanic or Latino	71	48	67.6%	46.0%	33.0%	17.0%	4.0%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	2	2.8%	--	--	--	--
Two or More Races	71	2	2.8%	--	--	--	--
Socioeconomically Disadvantaged	71	60	84.5%	43.0%	32.0%	17.0%	8.0%
English Learners	71	38	53.5%	53.0%	34.0%	13.0%	0.0%
Students with Disabilities	71	10	14.1%	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	82	93.2%	27.0%	20.0%	27.0%	26.0%
Male	88	35	39.8%	37.0%	17.0%	29.0%	14.0%
Female	88	47	53.4%	19.0%	21.0%	26.0%	34.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	11	12.5%	18.0%	9.0%	36.0%	36.0%
Filipino	88	4	4.5%	--	--	--	--
Hispanic or Latino	88	57	64.8%	28.0%	23.0%	26.0%	23.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	4	4.5%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	60	68.2%	27.0%	20.0%	27.0%	25.0%
English Learners	88	29	33.0%	41.0%	24.0%	28.0%	3.0%
Students with Disabilities	88	5	5.7%	--	--	--	--

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- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	82	93.2%	18.0%	23.0%	34.0%	24.0%
Male	88	50	56.8%	22.0%	16.0%	30.0%	32.0%
Female	88	32	36.4%	13.0%	34.0%	41.0%	13.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	10	11.4%	--	--	--	--
Filipino	88	16	18.2%	6.0%	13.0%	19.0%	63.0%
Hispanic or Latino	88	46	52.3%	22.0%	28.0%	39.0%	11.0%
Native Hawaiian or Pacific Islander	88	2	2.3%	--	--	--	--
White	88	3	3.4%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	67	76.1%	19.0%	25.0%	36.0%	19.0%
English Learners	88	11	12.5%	73.0%	18.0%	9.0%	0.0%
Students with Disabilities	88	10	11.4%	--	--	--	--

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	86	94.5%	13.0%	34.0%	36.0%	17.0%
Male	91	41	45.1%	15.0%	34.0%	37.0%	15.0%
Female	91	45	49.5%	11.0%	33.0%	36.0%	20.0%
Black or African American	91	2	2.2%	--	--	--	--
Asian	91	11	12.1%	0.0%	45.0%	36.0%	18.0%
Filipino	91	23	25.3%	0.0%	30.0%	35.0%	35.0%
Hispanic or Latino	91	47	51.6%	21.0%	34.0%	34.0%	11.0%
White	91	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	91	69	75.8%	14.0%	35.0%	35.0%	16.0%
English Learners	91	15	16.5%	40.0%	60.0%	0.0%	0.0%
Students with Disabilities	91	1	1.1%	--	--	--	--

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Palmer Way Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	71	100.0%	39.0%	31.0%	25.0%	4.0%
Male	71	37	52.1%	41.0%	27.0%	27.0%	5.0%
Female	71	34	47.9%	38.0%	35.0%	24.0%	3.0%
Black or African American	71	3	4.2%	--	--	--	--
Asian	71	7	9.9%	--	--	--	--
Filipino	71	7	9.9%	--	--	--	--
Hispanic or Latino	71	48	67.6%	44.0%	38.0%	19.0%	0.0%
Native Hawaiian or Pacific Islander	71	1	1.4%	--	--	--	--
White	71	2	2.8%	--	--	--	--
Two or More Races	71	2	2.8%	--	--	--	--
Socioeconomically Disadvantaged	71	60	84.5%	42.0%	30.0%	27.0%	2.0%
English Learners	71	38	53.5%	53.0%	37.0%	11.0%	0.0%
Students with Disabilities	71	10	14.1%	--	--	--	--

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	38.0%	39.0%	16.0%	7.0%
Male	88	40	45.5%	50.0%	35.0%	5.0%	10.0%
Female	88	47	53.4%	28.0%	43.0%	26.0%	4.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	11	12.5%	27.0%	45.0%	0.0%	27.0%
Filipino	88	4	4.5%	--	--	--	--
Hispanic or Latino	88	62	70.5%	40.0%	40.0%	16.0%	3.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	4	4.5%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	62	70.5%	42.0%	37.0%	13.0%	8.0%
English Learners	88	34	38.6%	59.0%	35.0%	6.0%	0.0%
Students with Disabilities	88	5	5.7%	--	--	--	--

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School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	86	97.7%	29.0%	44.0%	19.0%	8.0%
Male	88	52	59.1%	23.0%	44.0%	23.0%	10.0%
Female	88	34	38.6%	38.0%	44.0%	12.0%	6.0%
Black or African American	88	4	4.5%	--	--	--	--
Asian	88	10	11.4%	--	--	--	--
Filipino	88	16	18.2%	13.0%	38.0%	38.0%	13.0%
Hispanic or Latino	88	50	56.8%	38.0%	44.0%	16.0%	2.0%
Native Hawaiian or Pacific Islander	88	2	2.3%	--	--	--	--
White	88	3	3.4%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	70	79.5%	31.0%	49.0%	13.0%	7.0%
English Learners	88	15	17.0%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	88	10	11.4%	--	--	--	--

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- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	19.0%	41.0%	27.0%	13.0%
Male	91	41	45.1%	17.0%	39.0%	32.0%	12.0%
Female	91	49	53.8%	20.0%	43.0%	22.0%	14.0%
Black or African American	91	2	2.2%	--	--	--	--
Asian	91	11	12.1%	0.0%	36.0%	55.0%	9.0%
Filipino	91	23	25.3%	13.0%	35.0%	30.0%	22.0%
Hispanic or Latino	91	51	56.0%	24.0%	43.0%	22.0%	12.0%
White	91	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	91	72	79.1%	21.0%	40.0%	22.0%	17.0%
English Learners	91	19	20.9%	47.0%	47.0%	5.0%	0.0%
Students with Disabilities	91	1	1.1%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,

Palmer Way Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	59%	74%	59%	37%	48%	41%	59%	60%	56%

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



California Standards Tests Results by Student Group in Science — 2014-15

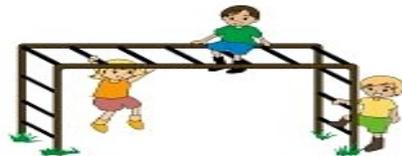
Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	59%
Male	70%
Female	43%
Filipino	80%
Hispanic or Latino	52%
Socioeconomically Disadvantaged	55%
English Learners	14%
Students with Disabilities	0%
Foster Youth	0%

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

State Priority: Other Pupil Outcomes

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

Pupil outcomes in physical education.



California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Standards Four of Six Fitness Standards	Percent of Students Meeting Standards Five of Six Fitness Standards	Percent of Students Meeting Standards Six of Six Fitness Standards
5	27.9%	14.0%	10.5%

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

School Accountability Report Card

C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

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



Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: School Office

Phone Number: (619) 336-8900

Home/School Partnership:

- Parent/Teacher/Student Organization (PTSO)
- GATE Steering Committee
- Catholic Charities Grandparent Program
- Volunteer Appreciation Events
- Family Fun Nights
- School Site Council
- English Language Advisory Committee (ELAC)
- Parents Volunteers
- Literacy Nights
- Art Festival
- Fall Festival

State Priority: School Climate

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

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



School Safety

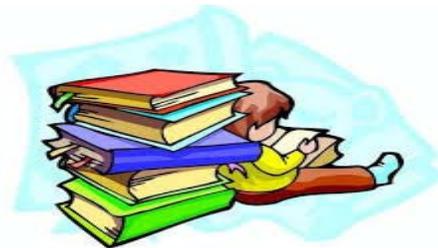
SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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.



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- School Wide Positive Behavior Intervention Support (SWPBIS)
- Anti-Bullying campaign including classroom lessons by school counselor
- Response to Intervention (Academic and Behavior)
- Data Teams
- Positive Incentives (Good citizenship assemblies, Positive Panther)

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.6%	1.8%	1.2%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Palmer Way Elementary School

Paws Cards, etc.)

- Mandatory School Uniforms
- Homework Policy
- Zero Tolerance Policy
- One to one technology program

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

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.



Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate—English Language Arts	Yes	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes	Yes
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes



Federal Intervention Program — 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		80.9%

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	3	3		23.0		5		21.0	2	3	
1	16.0	2	2		23.0		3		24.0		3	
2	21.0	1	3		23.0		3		21.0	2	2	
3	22.0		3		22.0	1	3		24.0		3	
4	32.0		2		33.0		1	1	32.0		2	
5	33.0			2	33.0		1	2	33.0		1	2
6	28.0	1	1	2	24.0	1	3		30.0		3	
Other	12.0	1			10.0	1			10.0	1		

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,244	\$627	\$4,617	\$70,190
District			\$4,571	\$67,358
Percent Difference-School Site and District			.10%	4%
State			\$5,348	\$72,993
Percent Difference-School Site and State			14%	4%

Counselors & Other Support Staff — 2014-15

*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	FTE*
Psychologist	1.0 (part-time)
Counselor (10 Students per Counselor)	1.0 (part-time)
Adaptive P.E. Specialist	1.0 (part time)
Impact Teachers	4.0
Nurse	1.0 (part time)
Medical Assistant	1.0 (part time)
Resource Specialist Program	1.0
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	3.0 (part-time)
Language Arts Specialist	1.0
Instructional Assistants	10 (part-time)

Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$153,178
LCFF ¹ /EIA ² -SCE ³	\$166,147
LCFF/EIA-LEP ⁴	\$131,610
Total	\$450,935

¹Local Control Funding Formula

²Economic Impact Aid

³State Compensatory Education

⁴Limited English Proficient



Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated 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	\$43,960	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

Professional Development—Most Recent Year

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.