



Palmquist Elementary School

1999 California Street • Oceanside CA, 92054 • (760) 901-8500 • Grades K-5

Amanda Bell, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

School Description

Welcome to Palmquist Elementary!

Our hope is that you and your child will find our school to be joyful and welcoming. As school is a "home away from home", we provide your child with a safe and nurturing environment. Our incredible staff will ensure that your child has an amazing school year by engaging them in hands on learning experiences, which will tap into their innate curiosity and support your child in making connections between the concepts and skills they are learning in the classroom, and how it connects to the real world applications. We are an Inquiry Based Learning School, with an emphasis on STEM (Science, Technology, Engineering, Mathematics) education. Our goal is for your child is to develop the habits of a life long learner and to feel excited about coming to our school each day!

Some of the learning opportunities available for students center around our vision for learning, where "Our students students to be innovative critical thinkers who: ask and answer complex questions, investigate real world problems, and design solutions to challenges based on their understanding and application of science, technology, engineering, and math (STEM)." Education at Palmquist Elementary is child-centered and focuses on teaming with parents and community members to prepare all students to be competent, responsible, and contributing members of society. The Palmquist staff is dedicated to creating a learning environment that fosters a students' innate curiosity and encourages the joy of discovery. Our skilled staff members provide a rigorous academic program that emphasizes the application of an inquiry-based learning model. Students become motivated, engaged learners ready to face the challenges of the 21st century through the instruction of creativity, communication, collaboration, and critical thinking,

In 2011 the Oceanside Unified Board of Education designated Palmquist Elementary as a STEM school. To advance the instruction of science, technology, engineering, and math, Palmquist has implemented the inquiry-based learning curriculum: Project Lead the Way. The curriculum integrates Common Core State Standards and Next Generation Science Standards. Our hands-on life science, media production studio and maker space labs, as well as our greenhouse and garden offer students the opportunity to apply skills learned during core instruction to real-world problems. The introduction of 1:1 iPads in grades 3-5 and 2:1 in grades K-2 has enhanced student use of technology as a tool for creation not just consumption. In addition this year, Palmquist offers Inquiry Labs in which students use the inquiry model to explore areas of interest to them. For example this year, we are offering collage art, music production/appreciation, Global Citizenship, Drama, product engineering and design, high tech farming, sensors in the green house, and creative writing during the school day in grades 3 – 5.

For over five years Palmquist has offered the largest after school program in the district. Palmquist Roadrunner Enrichment Program (PREP) offers over 20 classes. For more information about this PTO sponsored program, visit the school website. Palmquist was the first district school to become a Zero Waste School. Presently, we are working on the development of an organic and a hydroponic farm. The farm's produce is used in the school cafeteria as part of a partnership with the school district Farm to School Program. Starting in 2016, Palmquist will begin a student-developed Community Sponsored Agriculture program. We welcome all visitors and community members who are interested in learning more about Palmquist to tour the school.



Oceanside Unified School District

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Oceanside CA, 92058
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District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

District Administration

Julie Vitale, Ph. D.

Superintendent

Shannon Soto, Ed. D.

Deputy Superintendent

Todd McAteer

Associate Superintendent Human Resources

Mercedes Lovie, Ed. D.

Associate Superintendent Business Services

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	94
Grade 2	106
Grade 3	102
Grade 4	90
Grade 5	100
Total Enrollment	611

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	1.1
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0.8
White	40.3
Two or More Races	6.5
Socioeconomically Disadvantaged	50.7
English Learners	13.4
Students with Disabilities	9.7
Foster Youth	0.3
Homeless	1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Palmquist Elementary	17-18	18-19	19-20
With Full Credential	33	0.0	28
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Palmquist Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	0.0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scholastic Big Day (TK) <ul style="list-style-type: none"> Teacher Resource Kit, Adopted 2014 Houghton Mifflin Reading California: Adopted 2003 <ul style="list-style-type: none"> Big Books (Grade K) Textbooks (Grades 1-5) Houghton Mifflin ELD, Adopted 2011 <ul style="list-style-type: none"> Practice Books (K-5) K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Transitional Kinder: Scholastic Big Day, Adopted 2014 Houghton Mifflin Harcourt GoMath!, Adopted 2016 <ul style="list-style-type: none"> Student Edition
Science	Transitional Kinder: Scholastic Big Day, Year Adopted 2014 FOSS, Delta Education: Science Kits, Adopted 2008
History-Social Science	Transitional Kinder: Scholastic Big Day, Adopted 2014 Reflections/Harcourt, Adopted 2007 <ul style="list-style-type: none"> Big Books (Grade K-1) Textbooks (Grades 2-5)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	P RM 25: 4. WATER STAINS CEILING TILES RM 12: 4. CEILING TILE HAS HOLE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	55	45	46	50	50
Math	40	42	36	36	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.0	17.0	20.0

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	283	98.26	55.48
Male	152	150	98.68	49.33
Female	136	133	97.79	62.41
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	128	98.46	43.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	115	98.29	69.57
Two or More Races	17	17	100.00	47.06
Socioeconomically Disadvantaged	167	162	97.01	41.36
English Learners	53	52	98.11	26.92
Students with Disabilities	38	38	100.00	26.32
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	288	283	98.26	42.40
Male	152	150	98.68	42.67
Female	136	133	97.79	42.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	128	98.46	30.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	117	115	98.29	53.04
Two or More Races	17	17	100.00	58.82
Socioeconomically Disadvantaged	167	162	97.01	28.40
English Learners	53	52	98.11	23.08
Students with Disabilities	38	38	100.00	23.68
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is critical to the success of Palmquist school programs. There are many opportunities for parents to become involved with the school community. The School Site Council, which includes parent members, creates our school's School Plan for Student Achievement that guides the work we do to improve learning for all students. The site English Language Advisory Committee is another parent governing board which oversees the site plan and funding for our students who are English language learners. The Palmquist Community Farm provides parents the opportunity to connect with students and participate in the planting and harvesting of vegetables used in our cafeteria's kitchen. Our Back to School Night and Showcase Night are also opportunities for parents to join their children in celebrating and learning about the concepts learned in class. With Palmquist's focus on real-world, hands-on connections, we invite parents to share their experiences and vocations with students. In addition, the PTO is very active and successfully raises funds for activities that support student enrichment, mainly reading and math programs and incentives, assemblies, grade-level field trips, and fifth grade camp. The PTO also coordinates volunteers for various activities, including the Accelerated Reader and Best Foot Forward reading programs. New members are always welcome and encouraged to participate as volunteers. To find out how you can volunteer, please contact our PTO presidents, Janelle Wadlington and Laura Mihalov, at (760) 901-8500. The contact person for parent involvement at Palmquist is our principal, Mandy Bell.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

School Safety Plan

Students at Palmquist Elementary School are guided by school-wide expectations that promote respect, responsibility, and safety. The 8 Keys of Excellence character program fosters a learning environment that focuses on self-discipline and personal responsibility. If issues arise in class or on the playground, students engage in a restorative practice program to resolve conflicts. Palmquist has a calm and positive learning environment which is conducive to student advancement in both social and academic areas. Counseling services are available to assist students with social and behavioral needs. Educating the whole child is our goal.

The district maintenance staff and our custodial staff inspect our playground equipment regularly. Playground supervisors monitor the playgrounds before school and during recesses. Students follow our playground safety guidelines. Our Culture and Community Team meets monthly to review the school culture plan and review safety concerns. Our Student Behavior Team has developed a school -wide Positive Behavior intervention plan for our campus, and meets monthly to ensure the plan is meeting our students' needs. Safety drills are conducted regularly and procedures are reviewed to ensure a safe leaning environment for all students. All visitors and volunteers to our campus are required to sign in, leave their identification card at the office, and obtain a visitor's badge. They are required to sign out when leaving and their identification card will be returned to them . Our work with the Oceanside Police Department ensures that we are prepared for all safety issues. Our clean, safe campus reflects our pride in ourselves and our community.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	2.1	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.5
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	4		18	5	2		21	3	3	
1	21	1	4		23		4		24		4	
2	23		4		20	1	5		27		4	
3	23		5		22		4		26		4	
4	26		4		27		4		30		3	
5	29		4		32		2	1	33		1	2
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	17	22

Our teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. The district provides professional learning on English Language Arts and English Language development, and supports the teachers in developing expertise in our newly adopted ELA program. Staff members are encouraged to participate in their specific areas of interest. With the addition of new science and engineering curriculum and iPads/Chromebooks in the classrooms, on-site training is being provided twice monthly to meet the specific needs of our students and teachers. Our vertical teams of teachers meet monthly to determine areas of need for professional learning. These teams are the facilitators and or presenters. The professional learnings occur the first week teachers return to school, and the first and third Wednesdays after school. This year, we are using personalized professional development (ed camp style) opportunity where teachers are given time to improve their skills in their areas of interest, specifically as it relates to literacy, mathematics, restorative practices and inquiry-based instruction. Teachers are supported by discussing the professional learning at staff meetings and during PLC time. Each year, we have offered at least 17 days of on-going professional learning time to our staff.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12137.72	2751.62	9386.09	\$85,937
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.7	5.4
School Site/ State	22.3	4.7

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

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

DataQuest

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

Internet Access

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