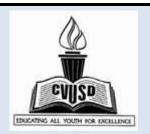# Palomares Elementary School

6395 Palo Verde Road • Castro Valley, CA 94552 • (510) 582-4207 • Grades K-5
Dr. Jennifer Tomita, Principal
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www.cv.k12.ca.us/palomares

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

School Description

Palomares Elementary is committed to providing a quality environment for student learning. We are dedicated to success for all students, families and staff. Our goal is to provide inspiration for life-long learning while implementing positive, effective approaches to education that build a sound academic foundation and promote self-esteem and interpersonal skills.

In 2015-16, Palomares Elementary received the Gold Ribbon School honor from the California Department of Education. In 2011-2012 and 2007-2008, Palomares Elementary School was recognized as a California Distinguished School. In 2005, Palomares was recognized as a NCLB National Blue Ribbon School. These high honors were earned through the academic efforts of the students, the support of the parent community, and the dedication of the staff.

On April 14, 2018, Palomares Elementary School celebrated it's 150th Anniversary. Established in 1868, the original charter was signed by President Abraham Lincoln.

We celebrate learning as an engaging and dynamic experience. Students are immersed in a challenging standards-based curriculum in Language Arts, Mathematics, Science, History-Social Science, and Visual and Performing Arts. Teachers work collaboratively to ensure that a balanced comprehensive curriculum builds logically and consistently throughout the elementary grades. The Palomares staff continues to implement innovative and reserah based teaching strategies to assure all students have the best opportunity to learn. As students interact and apply their learning to real life situations, they are instilled with a life-long passion to ponder ideas, set goals, share in a vision, view others' perspectives and challenge themselves.

We value collaboration between home and school. Parents are encouraged to actively participate in their child's elementary school experience. Opportunities for direct involvement include membership on School Site Council and our Palomares Parent and Teacher Club (PPTC), volunteering in the classroom with special projects, teaching a lesson as a professional in one's field, assisting in the library, supporting school-wide fundraisers and seasonal celebrations, and participating in campus beautification days. Our parent community is an invaluable asset to our school. We believe communication is an integral link in a successful partnership, and to maintain that relationship, teachers and the principal are readily available for open door discussions. This partnership ensures that each child excels to reach his or her fullest potential.

Highlights of the school program for the 2018-2019 school year include:

- Local, county, and federal partnerships that support our standards-based instructional program, which utilizes the natural school environment known as the Palomares Watershed Project

- Art in Action

- Music Program for K-3 sponsored by our PPTC

- Music Program for 4-5 provided by our school district

- Second Step (anti-bully and character education curriculum\

- *Anti Bully Week

- *Green Week

- *Season of Service Period of Peace

- CVSAN Green Ribbon Recognition

- Parent Academies

- Hawk-a-thon

- Fine Arts Festival

- Odyssey of the Mind Team

- Science Olympiad Team

- Spring Fling (musical performance) and Art Show

- Partnership with Bay Area Children's Theater for Performance of The Jungle Book

- Community Watershed Science Expo with over 1,000 Alameda County students attending

- Exceptionally Qualified Staff

Mission Statements:
- We promote life-long learning for our students, families, and staff.
- We believe that learning is a complex process involving the active engagement of students in meaningful lessons that make connections to the world around them.
- We provide all students with a challenging, academic, standards-based curriculum that responds to students' needs and strengths.
- We actively engage students in an interdisciplinary curriculum that includes the essential elements for mastery of state and district standards.
- We believe that classrooms should reflect learning environments that promote respect, sensitivity, and inclusion of diverse student cultures and lifestyles.
- We encourage and enable students to demonstrate self-management skills that reflect responsible choices and respect success.
- We maintain a school climate that fosters a sense of community, a joy for learning, student well-being, and academic success.
- We recognize that for learning to take place, students need a safe, organized, and enriched environment that includes positive emotional support, novel challenges, and opportunities to learn at appropriate levels.
- We value the partnership between home and school where parents are seen as active members of the school community.
- We promote the development of collaborative partnerships with community and local agencies.

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	23
Grade 1	23
Grade 2	23
Grade 3	24
Grade 4	24
Grade 5	26
Total Enrollment	143

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
Asian	11.9
Filipino	4.2
Hispanic or Latino	35.7
White	31.5
Two or More Races	11.9
Socioeconomically Disadvantaged	22.4
English Learners	13.3
Students with Disabilities	2.1

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 Palomares Elementary	17-18	18-19	19-20
With Full Credential	8	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Castro Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	430
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Palomares Elementary School

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

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

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

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

All students have access to the state-adopted instructional materials.

Textbooks and Instructional Materials
Year and month in which data were collected: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades TK-2: Massachusetts Model Reading Units Reading Fundamentals (Schoolwide) Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Fundations (Wilson Learning) Flying Start Guided Reading Library (Okapi) Capstone Engage Literacy Guided Reading Library (Capstone) Bookroom Guided Reading Library (Mondo Press) Grade 3: Massachusetts Model Reading Units Read Side by Side: CIA Units Closer Reading by Nancy Boyles (Corwin Literacy) Expeditionary Learning Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Fundations (Wilson Learning) Grades 4 & 5: Read Side by Side: CIA Units Expeditionary Learning Closer Reading by Nancy Boyles (Corwin Literacy) Lucy Calkins Units of Study in Writing (Heinemann) Mastering the Mechanics by Hoyt & Therriault (Scholastic) What Really Matters in Spelling by Cunningham (Pearson) Vocabulary for the Common Core by Marzano & Simms (Marzano Research) Essential Strategies for Word Study by Rasinski & Zutell (Scholastic) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Kindergarten: EnVision Grades 1-5: Eureka Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Scott Foresman **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Palomares Elementary School is located at the east end of Castro Valley, nestled in a quiet canyon surrounded by wooded hillsides with a creek flowing at its edge. Palomares opened in 1868 as a one-room schoolhouse after the trustees of the Palomares School District bought 1.21 acres of land for the sum of $60.50. In 1955, a larger three-room school was built across the creek from the original site. After eighty-seven years, the old school said farewell to its last class of students. In 2016, voters approved Measure G which will bring many improvements to the campus.

Currently, Palomares Elementary School serves 145 students in grades K-5. There are six classroom teachers, a Principal, and additional support staff including our Science and PE Specialists, and Special Education teacher. The campus consists of six classrooms, a library/office building, a science center, and a multi-use room. The original cast iron school bell is proudly displayed in the center of the school grounds.

Our natural surroundings allow Palomares to serve as an environmental science model school, integrating environmental education with rigorous core curricular standards and research-proven best practices. Our science lab allows Palomares students to incorporate technology with hands-on, inquiry-based activities.

Palomares Elementary School is a safe, healthy, nurturing school community that encourages positive attitudes in students and staff. Lighting, cameras, additional fencing, and an electronic gate were added, increasing campus security. A joint effort helps keep the campus clean, well-maintained and litter-free. District maintenance staff ensures that necessary repairs 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	63	68	67	68	50	50
Math	66	70	62	63	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	3.8	15.4	80.8

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	74	73	98.65	68.49
Male	36	35	97.22	54.29
Female	38	38	100.00	81.58
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	26	26	100.00	57.69
White	29	28	96.55	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	57.89
English Learners	13	13	100.00	61.54
Students with Disabilities	--	--	--	--

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	74	73	98.65	69.86
Male	36	35	97.22	65.71
Female	38	38	100.00	73.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	26	26	100.00	61.54
White	29	28	96.55	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	47.37
English Learners	13	13	100.00	61.54
Students with Disabilities	--	--	--	--

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)
Parents are an integral part of our community in supporting the excellent educational programs for our students. At Palomares, we believe in building and maintaining strong partnerships with our parents/families and community in order to create a more positive, enriching and successful learning environment for our students. Parents are encouraged to actively participate in the education of their child(ren). There are various opportunities available for parents to be involved including but not limited to the following: classroom volunteers, field trip chaperones, membership in School Site Council (SSC),and membership in Palomares Parent Teacher Club (PPTC) and membership on district committees. In addition, volunteers contribute by helping with lunchtime supervision, the annual book fair, Annual Hawk-a-thon event, Annual Science Watershed Expo, and our End of Year Camp Out. These collaborative partnerships among staff, parents, and community agencies continue to enrich the lives of our students. Parents and teachers are encouraged to make every effort to communicate frequently beyond our parent/teacher conference times. This communication includes our school website, school newsletter, classroom websites, newsletters, emails, phone calls and in-person meetings/conferences.
Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Palomares Elementary School office at 510-582-4207. The principal, Dr. Tomita, can be reached by email at: jtomita@cv.k12.ca.us.

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

Palomares Elementary School's Safety Plan is revised annually by our School Site Council, which is comprised of the principal, teachers, classified personnel and parents. In addition, our Safety Plan is annually reviewed and discussed with staff. Every effort is made to maintain communication with the Office of the County Supervisor regarding traffic concerns. Safety is addressed often during the school wide weekly Friday Flag Welcome Assembly. morning announcements and regular reminders regarding safety concerns are sent to families via email and our school newsletters. Due to the unique location of the campus, the Safety Plan includes evacuation procedures in case of wildfire in the canyon. Emergency supplies are stored in our Emergency Container. Emergency drills including fire and earthquake drills are conducted on a regular basis, and secure campus drills are held each trimester. Palomares School participates in the California Great Shake-Out Drill every October, simulating emergency procedures in a large scale catastrophe.

Palomares Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. All visitors are required to sign-in in the office and all staff wear district badges. Our school has implemented of our Positive Behavioral Interventions and Supports (PBIS) program. This includes defining social and academic behavioural expectations for all learning areas of the school and an incentive program to encourage and motivate students to make good choices and follow school wide expectations for behavior. In addition, positive character traits are modeled, taught, and reinforced through the Second Step curriculum and classroom activities. In addition, a social work intern provides services to students (individually or small group) 1.5 days every week. A joint effort between students and staff helps keep the campus clean and litter-free. Palomares Elementary prides itself as being an environmentally-friendly learning environment and has earned the CVSAN Green Ribbon School recognition award for the past nine years.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.6	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.7	2.2
Expulsions Rate	0.0	0.0	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.1
Other	.9

* 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	25		1		24		1		23		1	
1	18	1			23		1		23		1	
2	24		1		21		1		23		1	
3	22		1		23		1		24		1	
4	27		1		25		1		24		1	
5	27		1		29		1		26		1	
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	2	2	2

Each year there are two days of district-wide professional development during the school year. The areas of focus for these district professional development days are developed through collaboration of teachers, site administrators, and district administrators.

Additionally, site areas of focus are determined by the teaching staff and principal that are in alignment with our district's strategic plan and priorities at the beginning of each school year. MTSS and RTI refinement including identification of essential standards and development of formative assessments continue to be a focus of learning and professional growth at the school site level. These areas are identified using student achievement data and a school culture assessment. Staff is encouraged to pursue other professional development opportunities in order to better their instructional program, improve their teaching practice and most importantly, better meet the educational needs of our students. Professional development is delivered in a number of ways, including district-wide workshops, conference attendance, and site-based workshops including time during staff meetings. Teachers also receive professional support through in-class coaching and meetings/trainings with our district Science and Technology TOSAs (Teachers On Special Assignment) and individual meetings with the site principal.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,406	$49,084
Mid-Range Teacher Salary	$79,478	$76,091
Highest Teacher Salary	$107,213	$95,728
Average Principal Salary (ES)	$129,169	$118,990
Average Principal Salary (MS)	$141,061	$125,674
Average Principal Salary (HS)	$159,402	$137,589
Superintendent Salary	$293,526	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	6%	6%

* 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	$6,460	$169	$6,291	$85672
District	N/A	N/A	$5,262	$82,309.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	17.8	4.0
School Site/ State	-17.6	9.3

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.

Types of Services Funded
Education Protection Account
ESSA: Title II, Part A, Supporting Effective Instruction
ESSA: Title III, English Learner Student Program
ESSA: Title III, Immigrant Student Program

*Ongoing Federal & State Programs Only

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.