

Palma Ceia Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	Palma Ceia Elementary School
Street	27679 Melbourne Ave.
City, State, Zip	Hayward, CA 94545
Phone Number	(510) 723-3870
Principal	Lora Colyer
Email Address	lcolyer@husd.k12.ca.us
School Website	pal-haywardusd-ca.schoolloop.com
County-District-School (CDS) Code	01611926001093

2022-23 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2022-23 School Overview

The staff and parent community at Palma Ceia School have worked together to promote and support the academic, social, emotional, and physical development for all of our students. We strongly believe that all of our students can achieve. Students at Palma Ceia School receive instruction based on the Common Core State Standards for Language Arts, Mathematics, Science, Social Studies, and Physical Education. The staff believes that the most effective way to improve academic skills is to promote the love of learning while expecting high achievement. Staff meets on a weekly basis to collaborate, discuss, and analyze student data to make informed decisions about our instructional practice and student learning. We participate in regular professional development to stay current on the latest teaching methodologies. Additionally, we encourage the involvement of our community in the endeavor of constant improvement in a comprehensive, meaningful and respectful way. Together we foster educational excellence and ensure students have the skills to graduate from high school and beyond.

Palma Ceia Elementary is working towards building a relationship-centered school to increase student access to social-emotional supports with a focus on equity. During the 2022-23 school year, staff implemented social emotional learning practices to further support our students. In addition, staff engaged in professional development focused on building a collective responsibility to recognize, interrupt, dismantle, and eliminate actions, decisions, and outcomes that result from and perpetuate racism.

Palma Ceia Mission Statement

Palma Ceia students thrive in a nurturing academic environment that encourages critical thinking, creativity, and a love of learning.

Palma Ceia Elementary Vision Statement

Students will be prepared, challenged, and motivated in a 21st Century environment that develops the physical, intellectual, and emotional SUCCESS of all learners.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	71
Grade 2	73
Grade 3	71
Grade 4	58
Grade 5	71
Grade 6	90
Total Enrollment	492

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.4
Asian	11.0
Black or African American	3.3
Filipino	11.4
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	4.1
Two or More Races	4.1
White	3.7
English Learners	39.6
Foster Youth	0.2
Homeless	0.2
Migrant	1.6
Socioeconomically Disadvantaged	58.7
Students with Disabilities	14.4



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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	89.71	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.12	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.06	33.60	3.38	12115.80	4.41
Unknown	1.00	4.12	34.00	3.43	18854.30	6.86
Total Teaching Positions	24.30	100.00	994.30	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	80.74	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.28	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.14	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	21.80	2.17	11953.10	4.28
Unknown	3.00	12.84	58.30	5.79	15831.90	5.67
Total Teaching Positions	23.30	100.00	1007.90	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.50

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	Yes	0%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0%
Science	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0%
History-Social Science	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0%
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		January 2022		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	19	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	289	277	95.85	4.15	34.30
Female	129	124	96.12	3.88	36.29
Male	160	153	95.63	4.37	32.68
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	41.38
Black or African American	--	--	--	--	--
Filipino	34	34	100.00	0.00	50.00
Hispanic or Latino	180	171	95.00	5.00	30.99
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	15.38
Two or More Races	15	15	100.00	0.00	53.33
White	--	--	--	--	--
English Learners	101	98	97.03	2.97	9.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	177	169	95.48	4.52	26.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	45	93.75	6.25	11.11

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	289	278	96.19	3.81	22.30
Female	129	125	96.90	3.10	20.80
Male	160	153	95.63	4.37	23.53
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	20.69
Black or African American	--	--	--	--	--
Filipino	34	34	100.00	0.00	20.59
Hispanic or Latino	180	171	95.00	5.00	23.39
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	15.38
Two or More Races	15	15	100.00	0.00	40.00
White	--	--	--	--	--
English Learners	101	99	98.02	1.98	5.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	177	168	94.92	5.08	19.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	44	91.67	8.33	4.55

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	27.69	--	17.77	28.5	29.47

2021-22 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
All Students	70	65	92.86	7.14	27.69
Female	29	27	93.1	6.9	11.11
Male	41	38	92.68	7.32	39.47
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11	7.89	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	16	94.12	5.88	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	40	90.91	9.09	22.5
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	87.8%	89.0%	89.0%	87.8%	89.0%

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.

2022-23 Opportunities for Parental Involvement

Palma Ceia Elementary School welcomes community involvement and recognizes it is an essential component to student's education. Therefore, we have established committees to produce, support, and implement the mission, vision, and goals of our learning community. We encourage and invite our parents to participate in our school committees. Our School Site Council (SSC) determines the focus of our academic instructional program and all related categorical funding. Our African American Student Achievement Initiative (AASAI) - has four priority goals of closing the achievement gap culturally and linguistically responsive pedagogy, school climate, and family engagement. Our English Language Advisory Committee (ELAC) is responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA).

In addition, educational experiences are enhanced when we join together to expand our learning community to be inclusive of all willing volunteers. Volunteers are encouraged to actively participate in a variety of ways such as volunteering in classrooms, chaperoning field trips, participating on school improvement days and many more. Palma Ceia hosts community events that foster cohesion among our schools community. Events have included but are not limited to the following:

- Back to School Night
- Parent Orientation Meetings
- Coffee with the Principal
- Art Night
- STEAM Fair
- Kindergarten Informational Meeting

Communication with our families is more crucial than ever. Communication includes weekly newsletters, phone messages and reminders. Our school website is a centralized location for all up to date information for families to access. Teachers and families regularly use digital communication platforms to increase accessibility and provide families with class updates and student progress.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	525	307	58.5
Female	252	249	143	57.4
Male	282	276	164	59.4
American Indian or Alaska Native	4	3	3	100.0
Asian	58	57	21	36.8
Black or African American	19	19	17	89.5
Filipino	64	62	26	41.9
Hispanic or Latino	329	324	202	62.3
Native Hawaiian or Pacific Islander	20	20	15	75.0
Two or More Races	21	21	11	52.4
White	19	19	12	63.2
English Learners	228	223	133	59.6
Foster Youth	4	4	1	25.0
Homeless	7	5	4	80.0
Socioeconomically Disadvantaged	340	334	205	61.4
Students Receiving Migrant Education Services	8	8	3	37.5
Students with Disabilities	92	90	62	68.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.19	3.48	2.45
Expulsions	0.17	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.75	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.75	0.00
Female	0.40	0.00
Male	1.06	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.45	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	5.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.09	0.00

2022-23 School Safety Plan

Daily Procedures

Students are supervised throughout the day by teachers, support staff, administrators, and yard duty supervisors. To ensure students safety on a daily basis, explicit teaching of expected behaviors in each zone of the campus is practiced with students three times a year. "Panther Paws" are utilized as the school's incentive program for students demonstrating safe, respectful, and responsible behaviors throughout the school year. When behavior expectations are not met by any student, review and practice of the expectation is conducted with the student. If the expectation is not met, the student may be eligible to begin the school's progressive discipline procedures.

There is a designated area for student drop off, pick up, and bus loading. The parking lot is clearly marked with colored lines visible for each designated area. Parking lot supervisors are located at inevitable areas of congestion to ensure community safety in these zones. All community members are required to meet the school's expectations of safe, respectful, and responsible conduct while on campus grounds.

Visitors must check in at the front office and receive a visitor's sticker. This allows them to visit a classroom with staff supervision. Any adult on campus who is interacting with students longer than two hours within the school day, is required to be fingerprinted, TB tested, and cleared by the Hayward Unified School District and issued a district identification badge before interacting with students for prolonged periods of time.

School Safety Committee - The School Safety Committee's charge is to update the school's emergency plan yearly and ensure we have adequate emergency supplies in the designated storage containers. Once the plan has been updated the committee then communicates the School's Safety Plan to all staff, volunteers, and families. The Safety Committee is also charged with monitoring possible hazards and report them to administration or create procedures to remedy them if possible. Copies of the latest revision of the School Site Safety Plan were given to all teachers on August 25, 2021. All revisions were also communicated to the classified staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year and incorporate practice with the Share911 system.

Emergency Plan - The school's disaster preparedness plan includes steps to ensure student and staff safety during a disaster. Each staff member is designated a team during an emergency. Drills, such as: fire, disaster, and lockdown, are conducted on a regular basis throughout the school year.

Emergency Communication - Palma Ceia utilizes the Share 911 Program as a form of disaster communication that alerts the local police department, district personnel, all staff members, and other community members. Drills utilizing Share 911 technology are performed on a regular basis. In the case that Share 911 is not accessible to the administrator and/or office personnel will utilize the District-wide Two-way Radio Protocol to communicate with the District Office Administrators. Certificated and classified personnel will utilize their designated Two-way Radios to communicate with on site

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		2	1
1	24		3	
2	23		3	
3	24		3	
4	25	1	1	1
5	30		1	1
6	28		3	
Other	19	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23		3	
2	23		3	
3	22	1	2	
4	27		2	
5	29		2	
6	25		2	
Other	18	3	2	

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
K	17	3		
1	23		3	
2	18	1	3	
3	23		3	
4	20	1	1	
5	26		2	
6	18	2	3	
Other	17	2	1	

2021-22 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	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$16,124	\$7,880	\$8,244	\$106,980
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	4.5	6.4
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-51.6	25.6

2021-22 Types of Services Funded

The Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district ensures that all students have access to and success in a broad curriculum. In addition, students master Common Core State Standards. We do this by expanding College and Career support programs, expanding Career Pathways as well as implementing reading intervention systems. In addition, there are several programs and services available for students to enhance their learning experience. Some of our services and programs include the following:

Special Education Paraprofessional + Bilingual Education Paraprofessional - Supports instruction with small group and push-in support in the areas of mathematics, language arts, behavior goals, and second language support.

English Language Learner (ELL) Specialist - Supports English Language Learners in and out of the classroom and assists families who are Second Language Learners. Monitors and maintains State and Federal compliance for the English Language Learner Program.

Family Engagement Specialist - Encourages and coordinates parent education and involvement, refer families to local agencies or services as appropriate; utilize and update designated District communication and outreach portals and protocols.

Student Ambassador Advisor - Advise the Student Ambassador as they collect student input from their peers regarding their experiences at school. Their findings will be presented to the Superintendent, Board of Trustees, and a panel of their peers.

Coordination of Services Team (COST) Coordinator - Supports the school site with the Student Success Teams, Community Engagement and resources, and monitors and checks in with students in need of both academic and behavioral supports.

Fountas and Pinnell Leveled Literacy Intervention (LLI) and Soluciones - Palma Ceia offers struggling readers who qualify for a short term intervention that provides daily, intensive, small group instruction, that supplements classroom literacy teaching.

Raz-Kids - An online resource offered to primary readers. It provides comprehensive leveled resources for students in an online and mobile format. It allows students to listen to books, read at their own pace, record themselves, and answer comprehension questions for each book.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff.

Palma Ceia Elementary is working towards building a relationship-centered school to increase student access to social-emotional supports with a focus on equity. During the 2021-22 school year, staff implemented social emotional learning practices developed in the 2019-20 and 2020-2021 school years to support our students. In addition, during the 2021-2022 school year, staff engaged in professional development focused on building a collective responsibility to recognize, interrupt, dismantle, and eliminate actions, decisions, and outcomes that result from and perpetuate racism.

Professional Development is supported by administration, an instructional coach, and the Instructional Leadership Team (ILT). Together, they focus on practical strategies for engaging students and improving their learning. Teachers engage in Professional Learning Communities (PLC) that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

In addition the Hayward Unified School District also provides professional development to various committees on campus which include, but are not limited to the following: Instructional Leadership Teams (ILT), The Site Based Decision Making (SBDM) Committee, and School Site council (SSC).

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	3