

# Palomar High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Palomar High
<b>Street</b>	480 Palomar St.
<b>City, State, Zip</b>	Chula Vista, Ca, 91911-3098
<b>Phone Number</b>	619-407-4805
<b>Principal</b>	Sarita Fuentes
<b>E-mail Address</b>	sarita.fuentes@sweetwaterschools.org
<b>Web Site</b>	www.sweetwaterschools.org
<b>CDS Code</b>	37684113732047

<b>District Contact Information</b>	
<b>District Name</b>	Sweetwater Union High
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Karen Janney, Ed.D.
<b>E-mail Address</b>	karen.janney@sweetwaterschools.org
<b>Web Site</b>	www.sweetwaterschools.org/

### **School Description and Mission Statement (School Year 2016-17)**

Palomar High school, a model continuation high school, provides alternatives for academic success for approximately 700-800 students annually, in grades 10 - 13 throughout the SUHSD. Courses are challenging and meet rigorous district diploma and community college entrance requirements. Students receive direct instruction and are taught with effective research-based schoolwide strategies during lessons. Students also have the opportunity to work at their own pace and work independently to complete their credits. We have A-G courses and students are expected to go to college or train for a career through our CTE/ROP classes. Palomar also offers the Golden Bell Award-winning Navy Internship Program, which includes both internship experiences in various departments on the Navy base as well as tutoring at Harborside Elementary School. Palomar has an extensive Systems of Support program (including a senior scholarship program, a college study skills class, the Open Door Family Resource Center, a clinic sponsored by Scripps, onsite McAllister substance abuse counseling program and First Avenue counseling interns services which provides students and their families with additional resources to ensure student academic success. Palomar also offers extra-curricular activities through the 21st Century Grant which provides students with the opportunity to participate in after school activities such as Tutoring, Soccer, Basketball, Field Trips, Parent Workshops, College Application Night, College tours, Yoga, etc.

Palomar's mission is to guarantee that all students in our richly diverse population graduate prepared to assume a meaningful role in our 21st century society through:

- A collaborative partnership between students, staff, parents and community resources
- A variety of resources designed to nurture physical, emotional and intellectual development
- A school culture that promotes and develops respect, integrity and dignity for all

Palomar supports students to accelerate their credit recovery, improve their attendance and make concrete post-secondary education and or career pathway goals. Palomar's unique "lifetime extended warranty" allows all graduates to return to Palomar to utilize technology for research and obtain tutoring support for their post-secondary endeavors.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	1
<b>Grade 11</b>	62
<b>Grade 12</b>	225
<b>Total Enrollment</b>	288

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0
Asian	0.3
Filipino	2.1
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.3
White	2.8
Two or More Races	0.7
Socioeconomically Disadvantaged	73.3
English Learners	28.8
Students with Disabilities	14.2
Foster Youth	1.7

## A. Conditions of Learning

### State Priority: Basic

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	23	30	1847
Without Full Credential	0	2	2	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.2	3.8
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** December 2015

Textbooks and instructional materials for all content areas were adopted and approved by the Sweetwater Union High School District (SUHSD) Board of Education. SUHSD continues to transition to the California State Standards/Common Core State Standards. In alignment with CA State Standards/Common Core and state adoption process, SUHSD adopted Math textbooks in 2014.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

**Age of School Buildings**

The school has an administration building and 21 classrooms, including one media lab. The main campus was built in 1978 with an administration building, six classrooms and a library. Additions were constructed in 1978, 1985, 2000 and 2004. Portable classrooms were constructed in 2004. Four permanent classrooms have been constructed.

**Maintenance and Repair**

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

**Deferred Maintenance Projects**

The district's complete deferred maintenance plan is available at the district office.

**Modernization/Expansion (New Construction on Existing Campus) Projects**

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	21	4	47	53	44	48
Mathematics	2		29	31	34	36

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.

**CAASPP Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	101	89	88.1	4.5
Male	11	68	61	89.7	6.6
Female	11	33	28	84.8	
Black or African American	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	94	85	90.4	4.7
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	69	59	85.5	1.7
English Learners	11	40	36	90.0	
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	101	88	87.1	
Male	11	68	60	88.2	
Female	11	33	28	84.8	
Black or African American	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	94	84	89.4	
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	69	58	84.1	
English Learners	11	40	36	90.0	
Students with Disabilities	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	4	0	10	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	21	20	95.2	10.0
Male	13	13	100.0	15.4
Hispanic or Latino	19	18	94.7	5.6
Socioeconomically Disadvantaged	13	13	100.0	7.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**Career Technical Education Programs (School Year 2015-16)**

Career and Technical Education is committed to providing students with challenging opportunities in which they can expand their academic abilities in content areas, while preparing them for careers in a multitude of fields. Palomar High School offers courses in Culinary Arts and Criminal Justice.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	85.92
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.96

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

Palomar requires all parents to attend a meeting at the conclusion of their student’s mandatory two week orientation. Parents become familiar with their student’s academic goals and learn more about our instructional program and career pathways. Parents are invited to attend our annual Family Nigh event and also encouraged to visit our school throughout the year. Parents are asked to contribute to our school program by volunteering to participate in School Site Council, ELAC and or Parent Workshops that are offered based on parent survey feedback. Topics have included; Communicating Skills for Parent and Teens, CA Highway Patrol Driver’s Safety and Warning Signs of Substance Abuse. Parents are informed how to utilize our school’s community partner agencies’ resources, which are available to all students and their families.

Site administration also offers parents additional student intervention meetings that include; Student Support Team (SST), Individualized Education Plans (IEP), attendance and or counseling referrals.



## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	6.40	7.50	6.20	6.40	7.50	6.20	11.40	11.50	10.70
<b>Graduation Rate</b>	83.16	82.46	84.62	83.16	82.46	84.62	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	38	82	86
<b>Black or African American</b>	67	81	78
<b>American Indian or Alaska Native</b>	100	94	78
<b>Asian</b>	0	94	93
<b>Filipino</b>	0	94	93
<b>Hispanic or Latino</b>	38	80	83
<b>Native Hawaiian/Pacific Islander</b>	0	93	85
<b>White</b>	29	81	91
<b>Two or More Races</b>	40	89	89
<b>Socioeconomically Disadvantaged</b>	40	51	66
<b>English Learners</b>	39	60	54
<b>Students with Disabilities</b>	23	38	78

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	5.2	17.1	13.1	5.7	5.7	4.6	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Site specific, District Disaster Preparedness Plans and School Safety Plans covering all district and school site facilities are reviewed with staff and updated at the end and beginning of each school year. Safety plans address: a) child abuse reporting, b) disaster procedures, c) policies and procedures regarding dangerous students, d) sexual harassment policy, e) dress code, f) safe ingress/egress, g) school rules related to discipline and safe schools.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies are located at all sites in preparation for possible emergency use. We started minor repairs on our school's security camera system and are now able to monitor our campus with 10 fully operating outdoor cameras. Quarterly safety committee meetings were held and staff was updated on school safety plan via faculty meetings and email. We collaborated with our partner agencies; CVPD and Open Door during our Heightened Security/Lockdown drill, in addition to our required safety drills. CVPD was also given a copy of our School Safety Plan. We also offered Red Cross' CPR/First Aid training and had 26 staff members complete the course.

Key Elements of our Disaster Preparedness and School Safety Plan:

- Update Site Safety Binder (to be distributed to all school staff)
- Comply with 3 in 1 safety drills
- Train all staff on emergency procedures during 3 day in-services or during first staff meeting
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus

In addition, we had district maintenance department staff conduct a thorough inspection and cleaning of all drinking fountains and repair the skirting on our re locatable trailers to prevent infestation. The School's Facility Good Repair Status was downgraded to 87%, as our annual Williams Inspection noted that our main building's air conditioning system and quad's asphalt needed repairs, which were then completed.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2015-2016	2008-2009
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6	73			5	75			5	75		
Mathematics	8	44	1		4	12			4	12		
Science	6	35			6	27			6	27		
Social Science	7	49			6	47			6	47		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	317.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist		N/A
Other		N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2015-16)**

General Operations - services, materials, and support to the general education program

Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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For the 2012-2013 and 2013-2014 school years, Palomar High School staff participated in the next level of Understanding by Design district workshops to assist in developing standard based unit plans and lessons. The district has convened Curriculum, Instruction and Assessment (CIA) workshops for core subjects to prepare teachers for the transition to the up-coming common core standards. Our Special Education SDC teachers and Instructional Aides participated in Non-violent Crisis Intervention (NCI) and Inclusion workshops, the latter to better prepare them to work with students who are mainstreamed for core subjects. We also have called upon the District-Wide Assessment and Support Team (DWAST) to introduce teachers to the new common core standards to in-service teachers in the district's common language and academic language and to assist in PLC data analysis.

For the 2014-15 school year, Palomar High staff participated in our District's Zone core content trainings. Staff continued with weekly PLC's, focusing on our district's common language and site specific needs. In addition, all staff participated in WASC focus group self-reflect review meetings and contributed to our final WASC report. Staff was also provided with training on the new ELD framework and its alignment with ELA.

Instructional conferences attended by staff included; CA Mathematics Council (CMC), College Preparatory Mathematics, CUE Educational Technology, Next Generation Science Standards (NGSS), Time to Thrive, Best of Out of School Time (BOOST) and a conference for Paraeducators.

For the 2015-2016 school year, Palomar High staff participated in District's Zone core content trainings, weekly PLC's, and attended conferences where teachers learned a variety of research based strategies aimed at increasing student achievement including; National CUE, BOOST, CPM, Teacher Learning Institute, Four Steps for Improving Behaviors, CMC, Illuminate, Infinite Campus, SDCOE workshops, NGSS Rollout, Google Training, National Title 1, Trauma Informed Care, and Restorative Practice.