

# Palomar High

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

| <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>               | 619-407-4800                          |
| <b>Principal</b>                  | Karen Hernandez                       |
| <b>E-mail Address</b>             | karen.hernandez@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 2017-18)

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 2016-17)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 10</b>         | 1                         |
| <b>Grade 11</b>         | 51                        |
| <b>Grade 12</b>         | 229                       |
| <b>Total Enrollment</b> | 281                       |

### Student Enrollment by Group (School Year 2016-17)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.4                         |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 0                           |
| Filipino                            | 1.4                         |
| Hispanic or Latino                  | 93.2                        |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 2.5                         |
| Two or More Races                   | 1.4                         |
| Socioeconomically Disadvantaged     | 70.5                        |
| English Learners                    | 33.8                        |
| Students with Disabilities          | 11                          |
| Foster Youth                        | 1.1                         |

## 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

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 23      | 30      | 23      | 1665     |
| Without Full Credential  | 2       | 2       | 2       | 128      |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

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/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|--|----------------------------------|---|
| <b>Reading/Language Arts</b>                      | 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.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>  | Yes                              | 0   |
| <b>Mathematics</b>                                | 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.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes                              | 0   |
| <b>Science</b>                                    | 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.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>  | Yes                              | 0   |
| <b>History-Social Science</b>                     | 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.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>  | Yes                              | 0   |
| <b>Foreign Language</b>                           | 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.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>  | Yes                              | 0   |
| <b>Health</b>                                     | 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.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>  | Yes                              | 0   |
| <b>Visual and Performing Arts</b>                 | 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.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>  | Yes                              | 0   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b>      |                      |             |             |  |
|---|----------------------|-------------|-------------|--|
| <b>Year and month of the most recent FIT report: October 2016</b> |                      |             |             |  |
| <b>System Inspected</b>   | <b>Repair Status</b> |             |             | <b>Repair Needed and Action Taken or Planned</b> |
|   | <b>Good</b>          | <b>Fair</b> | <b>Poor</b> |  |
| <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                    |             |             |  |

| 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 |   |
| External: 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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 4   | 12      | 53       | 53      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    |   | 1       | 31       | 32      | 36      | 37      |

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 2016-17)

| Student Group             | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------|------------------|---------------|----------------|-------------------------|
| All Students              | 93               | 91            | 97.85          | 12.09                   |
| Male                      | 64               | 62            | 96.88          | 8.06                    |
| Female                    | 29               | 29            | 100            | 20.69                   |
| Black or African American | --               | --            | --             | --                      |
| Filipino                  | --               | --            | --             | --                      |
| Hispanic or Latino        | 85               | 83            | 97.65          | 10.84                   |
| White                     | --               | --            | --             | --                      |

| Student Group                          | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| <b>Socioeconomically Disadvantaged</b> | 74               | 72            | 97.3           | 11.11                   |
| <b>English Learners</b>                | 43               | 43            | 100            | 0                       |
| <b>Students with Disabilities</b>      | 16               | 16            | 100            | 12.5                    |

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group                          | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| <b>All Students</b>                    | 93               | 89            | 95.7           | 1.12                    |
| <b>Male</b>                            | 64               | 61            | 95.31          | 1.64                    |
| <b>Female</b>                          | 29               | 28            | 96.55          | 0                       |
| <b>Black or African American</b>       | --               | --            | --             | --                      |
| <b>Filipino</b>                        | --               | --            | --             | --                      |
| <b>Hispanic or Latino</b>              | 85               | 81            | 95.29          | 1.23                    |
| <b>White</b>                           | --               | --            | --             | --                      |
| <b>Socioeconomically Disadvantaged</b> | 74               | 71            | 95.95          | 0                       |
| <b>English Learners</b>                | 43               | 42            | 97.67          | 0                       |
| <b>Students with Disabilities</b>      | 16               | 16            | 100            | 0                       |

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                              | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|--------------------------------------|---|---------|----------|---------|---------|---------|
|                                      | School  |         | District |         | State   |         |
|                                      | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 0   | 10      | 53       | 49      | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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 2016-17)**

| 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 |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission          | 92.42   |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
|             |   |                       |                      |

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.



## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: Pupil Engagement (Priority 5):

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

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

| Indicator              | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Dropout Rate</b>    | 26.8    | 25.9    | 26.4    | 7.5      | 6.2     | 6.3     | 11.5    | 10.7    | 9.7     |
| <b>Graduation Rate</b> | 12.63   | 14.94   | 12.58   | 82.46    | 84.62   | 82.79   | 80.95   | 82.27   | 83.77   |

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

| Group                            | Graduating Class of 2016 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 46.22                    | 83.04    | 87.11 |
| Black or African American        | 40                       | 83.41    | 79.19 |
| American Indian or Alaska Native | 0                        | 45.45    | 80.17 |
| Asian                            | 0                        | 94.25    | 94.42 |
| Filipino                         | 50                       | 94.23    | 93.76 |
| Hispanic or Latino               | 46.34                    | 81.14    | 84.58 |
| Native Hawaiian/Pacific Islander | 0                        | 88.46    | 86.57 |
| White                            | 42.86                    | 86.41    | 90.99 |
| Two or More Races                | 100                      | 88       | 90.59 |
| Socioeconomically Disadvantaged  | 46.34                    | 79.52    | 85.45 |
| English Learners                 | 41.94                    | 62.12    | 55.44 |
| Students with Disabilities       | 55.56                    | 52.38    | 63.9  |
| Foster Youth                     | 33.33                    | 61.11    | 68.19 |

**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**

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 17.1    | 13.1    | 10.0    | 5.7      | 4.6     | 4.2     | 3.8     | 3.7     | 3.6     |
| Expulsions  | 0.2     | 0.0     | 0.0     | 0.1      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

**School Safety Plan (School Year 2017-18)**

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 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 2017-18)

| 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       | 76        |

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

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

| Subject        | 2014-15         |                      |       | 2015-16         |                      |      | 2016-17         |                      |     |      |
|----------------|-----------------|----------------------|-------|-----------------|----------------------|------|-----------------|----------------------|-----|------|
|                | 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 |
| English        | 5               | 75                   |       | 4               | 76                   |      | 4               | 66                   |     |      |
| Mathematics    | 4               | 12                   |       | 5               | 11                   |      | 4               | 8                    |     |      |
| Science        | 6               | 27                   |       | 6               | 25                   |      | 6               | 23                   |     |      |
| Social Science | 6               | 47                   |       | 6               | 44                   |      | 6               | 38                   |     |      |

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 2016-17)**

| 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 2015-16)**

| 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            | \$83,046               |
| Percent Difference: School Site and District | N/A                    | N/A                      |                     |                        |
| State  | N/A                    | N/A                      | \$6,574             | \$82,770               |
| 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 2016-17)**

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 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$44,920        | \$50,221                                     |
| Mid-Range Teacher Salary                      | \$77,008        | \$83,072                                     |
| Highest Teacher Salary                        | \$100,812       | \$104,882                                    |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             | \$145,114       | \$128,094                                    |
| Average Principal Salary (High)               | \$155,085       | \$146,114                                    |
| Superintendent Salary                         | \$235,000       | \$226,121                                    |
| Percent of Budget for Teacher Salaries        | 35%             | 34%  |
| 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/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  |                               | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              |                               | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              |                               |                                   |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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, Trama Informed Care, and Restorative Practice.