

Palomar High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Palomar High School
Street	480 Palomar Street
City, State, Zip	Chula Vista, Ca, 91911-3098
Phone Number	619-407-4800
Principal	Miriam Duggan
Email Address	miriam.duggan@sweetwaterschools.org
School Website	pah.sweetwaterschools.org
County-District-School (CDS) Code	37684113732047

2023-24 District Contact Information

District Name	Sweetwater Union High School District
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D.
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org

2023-24 School Description and Mission Statement

Palomar High School, the continuation high school program for the Sweetwater Union High School District exists to serve our community as an alternative educational setting providing an educational option for students who have not found success in the traditional school setting. The staff of Palomar High School believe that with support, encouragement and opportunity every student can succeed. All Palomar graduates should be curious, responsible, life-long learners who leave with the tools needed to participate in the workplace and society.

Palomar students will:

- *Be risk-takers in their own learning and demonstrate a curiosity for understanding and have a growth mindset
- *Leave with the confidence, literacy and numeracy skills to pursue higher education or their chosen career path
- *Have the skills needed to be active and informed participants in democracy
- *Be empowered with skills necessary to live a physically, emotionally and socially healthy life

Student Learner Outcomes (SLO's):

Students will communicate effectively including written, oral, numeric/quantitative, graphic, and visual modes.
Students will develop self-management skills that enable them to work effectively both alone and in collaboration with others in order to be active members of their community.
Students will be critical and independent thinkers that apply knowledge through recognizing problems and formulating appropriate solutions demonstrating usage of 21st century job skills.

These outcomes define what we believe are the building blocks required to become an educated person ready for higher education and the 21st century workforce. Students must be able to read critically, write for a purpose and audience, apply what they have learned in the classroom to their lives, and communicate effectively. After our review of the data, we found three critical learner needs that coincide with our outcomes. They relate to reading (analyzing text), writing (supporting an argument and using evidence), and mathematics (both abstract and quantitative reasoning).

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	43
Grade 12	191
Total Enrollment	234

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.7%
Male	57.3%
American Indian or Alaska Native	0.9%
Asian	0.4%
Black or African American	2.1%
Filipino	1.7%
Hispanic or Latino	85.5%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	0.9%
White	8.1%
English Learners	40.2%
Homeless	6.8%
Socioeconomically Disadvantaged	84.2%
Students with Disabilities	24.4%

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)	14.20	66.14	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	14.77	57.40	3.48	12115.80	4.41
Unknown	4.00	19.00	443.50	26.88	18854.30	6.86
Total Teaching Positions	21.50	100.00	1649.70	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)	20.50	92.35	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	7.65	56.80	3.36	11953.10	4.28
Unknown	0.00	0.00	151.70	8.98	15831.90	5.67
Total Teaching Positions	22.20	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	3.10	1.70
Total Out-of-Field Teachers	3.10	1.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

11/10/22

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			w/o 13021 district told us they would not change the plexiglass unless broke

Overall Facility Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	6	7	50	48	47	46
Mathematics (grades 3-8 and 11)	0	1	26	26	33	34

2022-23 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	158	148	93.67	6.33	6.80
Female	83	76	91.57	8.43	7.89
Male	75	72	96.00	4.00	5.63
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	134	128	95.52	4.48	6.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	7	63.64	36.36	--
English Learners	61	57	93.44	6.56	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	114	94.21	5.79	5.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	26	83.87	16.13	0.00

2022-23 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	158	151	95.57	4.43	0.66
Female	83	78	93.98	6.02	1.28
Male	75	73	97.33	2.67	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	134	129	96.27	3.73	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	61	58	95.08	4.92	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	117	96.69	3.31	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	2.20	6.32	25.00	25.05	29.47	30.29

2022-23 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	116	95	81.90	18.10	6.32
Female	43	39	90.70	9.30	2.56
Male	73	56	76.71	23.29	8.93
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	78	81.25	18.75	5.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	10	76.92	23.08	--
English Learners	42	33	78.57	21.43	3.03
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	84	81.55	18.45	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	21	84.00	16.00	4.76

2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Palomar High School offers programs in two industry sectors, Hospitality, Tourism, and Recreation (Food Service and Hospitality), and Information, and Communication Technologies (Information Support and Services).

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	81
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.01
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

Palomar requires all parents to attend a meeting at the conclusion of their student's two week orientation class. Parents become familiar with their student's academic goals and learn more about our instructional program and the CTE career pathways. Parents are invited to attend our Family Night/Open House/Project Based Learning Showcase events and are also encouraged to visit throughout the year. Parents are asked to contribute to our school program by participating in School Site Council, ELAC and or Parent Workshops through Miriam Nenninger workshop are offered. Parents are informed how to utilize our school's community partner agencies' resources, (Open Door Family Resource Center & The Center for Mindful Relationships) which are available to all students and their families. Other parent workshop topics have included: Communicating Skills for Parent and Teens, and Warning Signs of Substance Abuse. Site administration also offers parents additional student intervention meetings that include: Student Success Team (SST), Individualized Education Plans (IEP), attendance, drug/alcohol counseling and/or counseling referrals.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	28.7	24.3	12.9	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	15.8	31.5	39.2	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	171	67	39.2
Female	66	34	51.5
Male	105	33	31.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	141	59	41.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	17	5	29.4
English Learners	61	22	36.1
Foster Youth	--	--	--
Homeless	11	2	18.2
Socioeconomically Disadvantaged	167	67	40.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	46	20	43.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	414	340	82.1
Female	185	176	150	85.2
Male	280	238	190	79.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	3	2	66.7
Asian	1	1	1	100.0
Black or African American	14	10	9	90.0
Filipino	7	7	6	85.7
Hispanic or Latino	392	348	282	81.0
Native Hawaiian or Pacific Islander	5	5	5	100.0
Two or More Races	5	5	5	100.0
White	36	35	30	85.7
English Learners	177	160	131	81.9
Foster Youth	1	1	1	100.0
Homeless	33	31	28	90.3
Socioeconomically Disadvantaged	378	342	288	84.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	90	77	85.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.48	6.02	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.22	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.02	0.22
Female	2.7	0
Male	8.21	0.36
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.14	0
Filipino	0	0
Hispanic or Latino	5.87	0.26
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.33	0
English Learners	3.95	0.56
Foster Youth	0	0
Homeless	3.03	0
Socioeconomically Disadvantaged	6.08	0.26
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.67	0.93

2023-24 School Safety Plan

Palomar's School Safety Plan is site-specific, guided by the district and the security team, headed by Mr. John Czajkowski. Palomar High School follows the District Disaster Preparedness Plans and Comprehensive School Safety Plan, which covers all areas of our school site facilities and is reviewed with staff and updated at the beginning of each school year. Emails are also utilized for any safety and/or reminder of drills, including directions and times of drills.

The Comprehensive School Safety Plan addresses some key elements, including: 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.

We are continuing to conduct the following safety drills for this school year (2023-24).

- Secure Campus Drill
- Lockdown Drill
- Earthquake and Fire Drill
- Clear Room Drill

In addition, we have a well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies are located at our site, as well as all schools in our district in preparation for possible emergency use. We collaborate with our partner agencies including CV Police Department and CV Fire Department and our Open Door Family Resource Center in regards to required safety drills. etc.

The School Facility Good Repair Status is currently at 99%, which is exemplary.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	28		
Mathematics	10	22		
Science	9	16		
Social Science	11	29		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	26		
Mathematics	7	24		
Science	10	13		
Social Science	12	26	2	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	25	0	0
Mathematics	7	23	0	0
Science	13	12	0	0
Social Science	11	28	0	0

2022-23 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	117

2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	13334.90	491.20	12843.70	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	27.3	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	41.3	-5.1

Fiscal Year 2022-23 Types of Services Funded

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

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

Title I Funds - Federal funds that provide supplemental support to improve academic achievement; dedicated funds for professional development for staff and for parent involvement. Funds also utilized to provide social emotional support for students through the Center For Mindful Relationships (therapist interns).

LCFF - Local Funding Formula Funds support our EL (English Learners), FY (Foster Youth), LI (Low income) and H (Homeless) student population to improve academic achievement.

ASSETS - Federal Funds for extended learning opportunities (before and after school) such as tutoring as well as extra-curricular activities to increase student involvement.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,003	\$57,234
Mid-Range Teacher Salary	\$82,293	\$95,467
Highest Teacher Salary	\$107,730	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$157,167	\$153,476
Average Principal Salary (High)	\$167,100	\$173,198
Superintendent Salary	\$260,000	\$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

For the 2017-2018, with new administration, Palomar began to focus instructional PD on the implementation of best practices to increase student engagement in all classes through the 5 Dimensions of Teaching and Learning Framework. For culture and social emotional PD, Palomar will begin and continue to focus on restorative practices, institute the safe school ambassador program, continue to work on the growth mindset, and focus on Trauma Informed Care.

For our EL's STEL's, and LTEL's , Palomar will focus instructional PD on the integration of the ELD Framework to core content and academic language development strategies that will increase student engagement. As for social emotional PD, Palomar will continue to build capacity in understanding how trauma experienced by EL students affects their learning.

For SWD, Palomar will focus instructional PD on integrating modifications to core content based on students' IEPs.

And for Foster/Homeless students, Palomar will focus instructional PD on implementing engagement strategies that encourage equitable and purposeful student participation and ensure that all students have access to participate in learning.

In 2018-2019, Palomar will continue to focus our instructional PD on the implementation of best practices to increase student engagement in all classes through the 5 Dimensions of Teaching and Learning Framework. For culture and social emotional PD, Palomar will continue to build capacity in the implementation of restorative practices, safe school ambassadors program, growth mindset, and Trauma Informed Care.

For EL's, STEL's, and LTEL's , Palomar will continue to focus instructional PD on the integration of the ELD Framework to core content and academic language development strategies that will increase student engagement. Again, for social emotional PD, Palomar will continue to build capacity in understanding how trauma experienced by EL students affects their learning.

For SWD, Palomar will continue to focus instructional PD on integrating modifications to core content based on students' IEPs.

And for Foster/Homeless students, Palomar will continue to focus instruction PD on implementing engagement strategies that encourage equitable and purposeful student participation and ensure that all students have access to participate in learning.

Finally, for social emotional learning we will investigate the possibility of inviting presenters from Promises to Kids, Services for Youth and district staff from foster and homeless youth education services program.

In 2019-2020, our focus has been on student engagement using the Social Emotional Learning Signature Strategies (Welcoming Rituals, Engaging Activities and Optimistic Closures). We have ongoing (two days every other month) professional development through a West Ed consultant for our School Leadership Team and staff on "In & Out" instructional coaching. We are continuing to improve our instruction through our Friday PLCs and PD provided by the district using backward mapping guided by "Understanding by Design". Since our focus this year has been to improve our staff and student social emotional well being, we have implemented a Safe School Ambassadors, have had the Breaking Down the Walls student & staff workshops and have had an inspirational speaker, Kieth Hawkins, present to our entire staff before the start of the school year.

Professional Development

In 2020-21, we have focused our professional development on using technology during distance learning. We have had PD from our District Curriculum and Instruction Department, WestEd, and PearDeck specifically on tools for distance learning. We have also had our teachers enrolled in certifications for either Google Classroom, Leading Edge, and/or Modern Classrooms Project. We have also had teacher-led workshops on best practices using technology and engagement strategies. We have continued to have PLC's on Fridays that are held virtually.

In 2021-22, we have return to campus and our focus still continues to be SEL (district PD and ThrivingYouniversity), actively engaging students using activities from our Google classroom, and Modern Classroom Project training. We are introducing Project Based Learning through a grant and Blue Dot Learning. Teachers present at faculty meetings and share with PLCs best practices to improve engagement.

In 2022-23, our professional development focus will be student engagement strategies to improve attendance and address learning loss due to COVID. We will be continuing to work with Blue Dot Learning to incorporate project based learning and WestEd consultants to provide instructional coaching PD to refine our teaching strategies.

In 2023-24 school year, we have received CSI funds to build capacity of our teaching staff. We are continuing our work with Blue Dot Learning and incorporating project based learning in the instruction of more classes. We will continuing to have WestEd consultants to coach our leadership team to monitor instruction.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17	15	15