



Palomar Elementary School

300 East Palomar Street • Chula Vista, CA 91911 • (619) 420-0134 • Grades K-6

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<http://schools.cvesd.org/schools/palomar>

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



Chula Vista Elementary School District

84 East J Street

Chula Vista, CA 91910-6100

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**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Palomar School is one of 49 schools in the Chula Vista Elementary School District, including charters. The school serves Kindergarten through sixth grade and special education students in Pre-K (SDC) through 6th grade. Our relatively small student population (388) gives our school a feeling of community.

Mission

Palomar School's mission is to provide:

- A safe and supportive environment that encourages consideration for others, self-discipline, and responsibility.
- An opportunity for each student to reach his or her own potential.
- A broad, basic curriculum with a variety of instructional methodologies.
- Parental and community involvement.

Palomar School's priorities were to:

- Improve staff, parent and community communication
- Implement early intervention strategies which support all aspects of student success
- Strengthen the Language Arts program with emphasis in reading, comprehension, vocabulary, spelling, grammar and writing
- Develop grade level expectations for mathematics, which reflect both computational skills and conceptual mathematical thinking and understanding.

Extended Learning Opportunities

Palomar provides a variety of programs that differentiate curriculum for the needs of all students. The Gifted and Talented Education (GATE) program allows high-achieving students to extend learning beyond the confines of the classroom.

Palomar School provides support for At-Risk and English Language (EL) learners.

Progress Indicators:

Palomar School uses a variety of assessments to monitor the progress of our students. The school's curriculum, instruction, and assessments are all standards-driven. Teacher-created, in-program, computer, and all other academic assessments are based on the standards and used to modify instruction. Each year the staff analyzes content clusters and skills in reading/language arts and math to identify weakest areas and meets with colleagues to modify instruction, focusing on areas of need, improving these and other important skills for all students. Ongoing staff development is provided by district coaches in various content areas.

Student achievement assessment data is analyzed and used to guide instruction and determine the site's goals for this School Plan for student achievement.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	50
Grade 2	44
Grade 3	55
Grade 4	47
Grade 5	42
Grade 6	54
Total Enrollment	339

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	1.2
Filipino	0.6
Hispanic or Latino	87.3
White	8.6
Two or More Races	1.2
Socioeconomically Disadvantaged	82.3
English Learners	37.2
Students with Disabilities	21.2
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Palomar Elementary	17-18	18-19	19-20
With Full Credential	19	17	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Palomar Elementary School

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

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

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

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance, Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math Houghton-Mifflin Mathematics K-6, English and Spanish. Adopted in 2015. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This section provides information about the condition of the school’s grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Classroom space at Palomar Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Palomar custodial staff performs basic cleaning operations daily. Physical conditions that could lead to accidental harm (e.g. damaged fences or lights, broken glass) are corrected promptly.

The custodian is responsible for ongoing maintenance/inspection of school facilities. Concerns are reported to the principal and acted upon immediately.

All persons coming into the school area are required to check in through the office when there are checked in with the Raptor system. All volunteers and visitors are required to sign in and wear a badge acknowledging them as volunteers. All staff are requested to challenge unknown persons not wearing identification badges. All entrances to the school are locked after the start of the school day.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/17/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	201 CR: Lights flicker in front of teaching wall , stained ceiling tile, 4 lights out 300 Bldg Boys RR: Sink needs caulking , holes in tile, stains on floor 301 CR: 3 lamps out, stains on carpet 303 CR: 1 ceiling tile cracked 401 CR: 2 lamps out, ceiling tile stain. 500 Bldg. Boys RR: middle sink needs rehauling; door handle loose, holes in tile 602 CR: holes in tackboard next to door , front facia damaged, 2 lights out, top speaker rattles Health Office: Stained ceiling tile, 2 lights out MP: 8 lamps out , stained tackboard , loose covebase, ceiling tile stains Stage Storage: handrail onto stage damaged Stage: 3 lamps out; back wall damaged, back door scratched and peeling on wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	300 Bldg Girls RR: sinks need to be recaulked, webs on window, toilet need caulking. Kinder Playtoy: paint peeling; cobwebs Upper Playtoy: Paint peeling, cobwebs

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	201 CR: Lights flicker in front of teaching wall , stained ceiling tile, 4 lights out 202 CR: Stains on ceiling tile, 4 lights out. 301 CR: 3 lamps out, stains on carpet 302 CR: 2 lamps out 304 CR: 1 light out 401 CR: 2 lamps out, ceiling tile stain. 403 CR: 1 lamp out , front of sink top delaminating 405 CR: 1 light out 500 Bldg. Girl's RR: sinks need rehauling 504 CR: 4 lights out 602 CR: holes in tackboard next to door , front facia damaged, 2 lights out, top speaker rattles 605 CR: 6 lamps out Kitchen Office: Lamp out MP: 8 lamps out , stained tackboard , loose covebase, ceiling tile stains Principal: 1 light out Speech/RSP: Lamp out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	300 Bldg Boys RR: Sink needs caulking , holes in tile, stains on floor 300 Bldg Girls RR: sinks need to be recaulked, webs on window, toilet need caulking. 402 CR: sink needs caulking 403 CR: 1 lamp out , front of sink top delaminating 404 CR: front facia damaged, sink needs caulking 500 Bldg. Boys RR: middle sink needs rehauling; door handle loose, holes in tile 500 Bldg. Girl's RR: sinks need rehauling 501 CR: Sink low pressure 504 CR: 4 lights out 601 CR: Sink needs chaulking Lounge-Kitchen: Sink needs chaulking
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	301 CR: 3 lamps out, stains on carpet 405 CR: 1 light out 500 Bldg. Boys RR: middle sink needs rechaulking; door handle loose, holes in tile 502 CR: Door doesn't close properly Library/ Computer Lab: doors do not close all the way MP Utility-Hot Water Heater Room: Door vent rusty Playground: South fence trees leaning into it and branches growing through it Psych/ELD: Speech/RSP: Lamp out Upper Playtoy: Paint peeling, cobwebs
Overall Rating	Good	Work orders were submitted for repairs.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	54	51	65	64	50	50
Math	47	40	51	51	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	31.6	34.2	15.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	177	174	98.31	50.57
Male	88	87	98.86	36.78
Female	89	87	97.75	64.37
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	152	151	99.34	49.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	146	97.99	48.63
English Learners	77	75	97.40	40.00
Students with Disabilities	33	33	100.00	21.21
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	177	174	98.31	39.66
Male	88	87	98.86	39.08
Female	89	87	97.75	40.23
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	152	151	99.34	39.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	146	97.99	35.62
English Learners	77	75	97.40	26.67
Students with Disabilities	33	33	100.00	24.24
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Contact person: Principal David Munoz

Contact Person Phone Number: (619) 420-0134

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights (curriculum content, Gifted and Talented Education) to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children. Parents are also encouraged to become involved with the educational program by becoming members of the school's School Site Council, ELAC committees, and District Advisory Committee meetings. Monthly "Coffee with the Principal" sessions are conducted and monthly topics are scheduled based upon data collected from parents who completed a Parent Needs Assessment.

At Palomar School, there are many opportunities for parents to become actively involved in student and school activities. Students and parents are also invited to family nights and participate in separate activities such as informational parent meetings and our annual variety show.

Parents and community are encouraged to attend and participate in school-wide recognitions, celebrations, and family support services. These events include our school spirit week, monthly recognition assemblies, nutrition planning and education for families, and Olympic Sports Days. Palomar School administration, teachers, and staff continue to work with parents to ensure they have a place they feel welcome. We have collaborated with the Chula Vista Elementary Council of PTAs to establish a fully functional Parent Teacher Association on our campus.

State Priority: School Climate

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

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

School Safety Plan

Student safety and well being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention programs, child abuse awareness, a school Safety Patrol, and a Peace Patrol. Palomar's Safe School Plan is available in our school office for all community members to read. Some key components and ongoing goals of that plan are:

- Students will be taught techniques to deal with bullying and mutual respect
- School safety information will be included in the Palomar Teacher Handbook and in the Emergency Handbook.
- The unique talents and gifts of students and staff will be recognized, and efforts will be made to enable people to share those gifts and talents in school programs and committees.
- Ongoing training will be provided to meet the changing needs of the student body e.g., training in conflict resolution, anger management, cultural awareness, alcohol, and other drug use prevention, and child abuse reporting requirements.
- Child abuse reporting procedures training, Peace Patrol, At-risk Students, Red Ribbon Week, and Student Attendance Review Team (SART) meetings, will be ongoing. The School Site Council approved the School Safety Plan in September 2018.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	3.3	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	.5

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		2		20	1	2		16	3		
1	24		2		21	1	1		24		2	
2	13	2	2		26		2		21	1	1	
3	16	1	2		12	2	2		25		2	
4	21	1	1		11	2	1		18	2	1	
5	23	1	2		29		2		29		1	
6	16	2	2		24	1	2		23	1	2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Staff development has been provided in Language Arts, working with English Language Learners, the School Improvement process, as well as how to best meet the needs of students with special needs. We will continue to provide professional development in the following areas:

School Focus: Reading Comprehension

Emphasis: English Language Learner support

Areas of professional development:

- small group instruction
- 2018-19 CART collaboration time to develop common lessons focused on common core state standards
- Content objectives stated for all areas
- Language objectives stated for English Learner support
- Planned collaboration activities
- Non-linguistic representation (pictures, organizers)
- ELD instruction (30 minutes K-3, 45 minutes 4-6)
- Frequent monitoring of student achievement by examining data/planning interventions
- Daily fluency practice
- Active participation (white boards, collaboration, etc.)
- Gradual Release Model (I do, We do, You do together, You do alone)
- Common Core implementation, Collaboration of District support and site follow up
- Achieve 3000 Total of 1 full day training and 2 half day trainings each year, Friday Staff Development

Additional professional development cycles for the Instructional Leadership Team have been conducted within the CVESD cohort model. Five full-day trainings are scheduled for the 18-19 school year and topics of study include leadership development, high impact instructional strategies, and an in-depth study of the California English Language Development standards with specialized concentration on Collaborative Conversations and keeping student thinking at the forefront of all instructional practices.

Teachers have also received training on Youth Mental Health First Aid, Restorative Practices, Positive Based Interventions and Supports, and Welcoming Schools protocols.

ILT members are currently developing a Professional Learning Cycle to address teaching practices as related to Mathematics Problem Solving instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,098.96	\$5,268.03	\$7,830.93	\$74,522.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-3.8
School Site/ State	-38.4	-8.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Title I funds are used to allow release time for teachers to collaborate to look at student work and for professional development to continue in Universal Access to support English Learners and differentiation to meet the needs of all students. In addition, teachers are working with Write Up a Storm - Wilda Storm Professional Development to develop proficiency in writing instruction.

Services provided by the regular program to enable under-performing students to meet standards:

Individual improvement plans have been developed for each student in language arts and mathematics. In addition to differentiated instruction, in-class flexible group support is provided daily by our push-in program, and at-risk students needing more intensive intervention are served by our daily small-group pull-out program, to support identified needs. Palomar also provides the community with an on-site 6:00 am to 6:00 pm structured before- and after-school care program, STRETCH Powered by the YMCA, to students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.