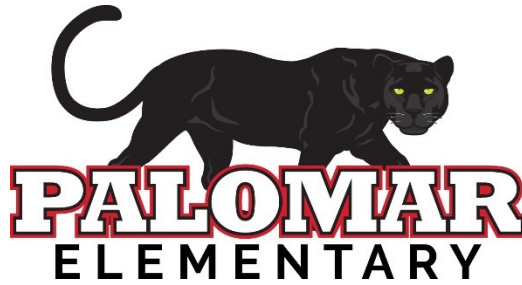


Palomar Elementary School

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 Elementary School
Street	300 East Palomar Street
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 420-0134
Principal	Patricia Magana, Ed.D.
Email Address	patricia.magana@cvesd.org
School Website	http://bit.ly/ppanthers
County-District-School (CDS) Code	37-68023-6037972

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Description

Palomar School is one of the 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 (304) 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 that support all aspects of student success
- Strengthen the Language Arts program with an emphasis on 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.

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.

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	32
Grade 2	35
Grade 3	44
Grade 4	40
Grade 5	48
Grade 6	46
Total Enrollment	305

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
Black or African American	3.3%
Filipino	0.7%
Hispanic or Latino	86.9%
Two or More Races	3%
White	6.2%
English Learners	27.5%
Homeless	3.9%
Socioeconomically Disadvantaged	73.8%
Students with Disabilities	21%

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)	15.60	92.17	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	1.30	7.83	106.00	7.66	18854.30	6.86
Total Teaching Positions	16.90	100.00	1383.70	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)	14.60	93.15	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.90	2.36	11953.10	4.28
Unknown	1.00	6.85	109.80	7.63	15831.90	5.67
Total Teaching Positions	15.70	100.00	1440.10	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	0.00	0.00
Total Out-of-Field Teachers	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.

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

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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

12/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		202 CR: 303 CR: 8 Lights out // Missing IT cover // Holes in tack panel // Laminate is lifting from the sink counter 304 CR: hole in tackpanel, door needs painted on the inside 401 CR: 4 lamps out // Ceiling tile stain // Adhesive residue need to be cleaned // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 403 CR: front of sink top delaminating 500 Bldg. Boys RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 500 Staff Restroom: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 604 CR: 4 Lighs out // Ceiling Tile stained // Faded HC sign // missing blind slats (short) Admin Men's RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats

School Facility Conditions and Planned Improvements

			<p>Admin Women's RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats // Hard water stains on sinks Mail Room: counters are dusty MP: Several ceiling tiles stained //</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>300 Storage between Restrooms: *Exterior concrete need to be scrubbed (dirty embedded) 605 CR: Cobwebs in the short blind section // 2 Lights out // * Blind slats falling (per teacher) Kinder Playtoy: powder coating peeling // Cobwebs // Ladder cracking // MP Utility-Hot Water Heater Room: Door vent rusty Upper Playtoy: Powder coating peeling, cobwebs Work Room: * Stuffed storage closet</p>
<p>Electrical</p>		X	<p>301 CR: door not closing properly 4 Lights out 302 CR: IT cover missing //Holes in tack panel // Vent out of place 303 CR: 8 Lights out // Missing IT cover // Holes in tack panel // Laminate is lifting from the sink counter 401 CR: 4 lamps out // Ceiling tile stain // Adhesive residue need to be cleaned // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 402 CR: Sink needs caulking // Wifi Extender hanging from window sill // Stained Tile 601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 604 CR: 4 Lighths out // Ceiling Tile stained // Faded HC sign // missing blind slats (short) 605 CR: Cobwebs in the short blind section // 2 Lights out // * Blind slats falling (per teacher) Kinder RR 3 : * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) Stage: back door scratched, emergency lights not working</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>	<p>300 Bldg Boys RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 300 Bldg Girls RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 402 CR: Sink needs caulking // Wifi Extender hanging from window sill // Stained Tile 500 Bldg. Girl's RR: Sinks need rehauling // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 Admin Women's RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats // Hard water stains on sinks Lounge-Kitchen: Sink needs caulking // Hard water stains around faucet // Opn Anti-hammer register (needs to be closed) // Scratched door</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>	<p>201 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-</p>

[fabrics/Title](#) 19 Div. 1, Section 3.08 300 Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 405 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 500 Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 501 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 502 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other

decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 504 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 600 Electrical: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36” clearance around electrical panels. 2. Remove all combustibile items from Electrical room. CFC Section 604.3 601 CR: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) *

School Facility Conditions and Planned Improvements

			<p>Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1 602 CR: fabrics/Title 19 Div. 1, Section 3.08 603 CR: fabrics/Title 19 Div. 1, Section 3.08 Broadcast Room/Office Computer Lab: Ceiling Systems The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus. CFC Section 703.3 Health Office: * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // Scratched door (interior) // * Christmas Lights (fire and safety concern - per di</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>404 CR: Front fascia damaged</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>200 Bldg Work Room: Missing blind slats 201 CR: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 301 CR: door not closing properly 4 Lights out 304 External Storage on Right of CR: door sweep needed 404/405 External Storage: Loose Handle on door 502/503 External Storage: needs door sweep 602/603 External Storage CR: * Door sweep needed 604/605 External Storage CR: Door sweep need 605 CR: Cobwebs in the short blind section // 2 Lights out // * Blind slats falling (per teacher) Broadcast Room/Office Computer Lab: Ceiling Systems The hanging and displaying of salable goods and other decorative materials from acoustical</p>

School Facility Conditions and Planned Improvements

			<p>ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly shall be prohibited. Remove all items hanging from ceiling throughout campus. CFC Section 703.3 Health Office: * Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) // Scratched door (interior) // * Christmas Lights (fire and safety concern - per district policy items are not allowed) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and- Kinder Playtoy: powder coating peeling // Cobwebs // Ladder cracking // MP Utility-Hot Water Heater Room: Door vent rusty Stage: back door scratched, emergency lights not working Upper Playground: Blacktop is lifted by the sand box (tripping Hazard) // There are welded metal nuts to railing on access ramp (Safety concern)</p>
--	--	--	---

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)	44	52	54	53	47	46
Mathematics (grades 3-8 and 11)	36	47	41	43	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	181	179	98.90	1.10	51.96
Female	85	84	98.82	1.18	55.95
Male	96	95	98.96	1.04	48.42
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	160	158	98.75	1.25	51.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	40	95.24	4.76	32.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	128	98.46	1.54	50.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	25.00

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	181	180	99.45	0.55	46.67
Female	85	85	100.00	0.00	45.88
Male	96	95	98.96	1.04	47.37
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	160	159	99.38	0.62	47.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	41	97.62	2.38	39.02
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	129	99.23	0.77	44.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	16.67

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)	19.51	36.36	36.97	34.95	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	48	48	100.00	0.00	33.33
Female	22	22	100.00	0.00	31.82
Male	26	26	100.00	0.00	34.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	43	100.00	0.00	32.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	32.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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 5	90.00%	86.00%	92.00%	78.00%	90.00%

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

Contact person: Principal Patricia Magana, Ed.D.
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. 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" (zoom) 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 the 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 re-establish a fully functional Parent Teacher Association on our campus.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	336	327	105	32.1
Female	159	151	48	31.8
Male	177	176	57	32.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	12	12	6	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	289	280	92	32.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	11	11	1	9.1
White	19	19	5	26.3
English Learners	97	92	24	26.1
Foster Youth	1	1	1	100.0
Homeless	13	13	5	38.5
Socioeconomically Disadvantaged	249	244	87	35.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	80	27	33.8

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	2.25	2.38	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.30	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0.3
Female	0.63	0
Male	3.95	0.56
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	8.33	0
Filipino	0	0
Hispanic or Latino	2.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.26	5.26
English Learners	2.06	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.81	0.4
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.41	0

2023-24 School Safety Plan

Student safety and well-being are 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

We have a school social worker to support our teachers, students, and families.

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 Comprehensive School Safety Plan was approved by SSC in the fall of 2023 and the Board of Education approval date for the CSSP is January 17, 2024.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3	1	
1	18	1	2	
2	11	4		
3	15	2	1	
4	16	2	1	
5	13	3	1	
6	19	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	2	1	
1	10	2	1	
2	10	3	1	
3	9	4		
4	12	3	1	
5	15	2	1	
6	17	1	2	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	2	0
1	11	2	1	0
2	12	2	1	0
3	15	2	1	0
4	13	2	1	0
5	16	2	1	0
6	15	2	1	0
Other	0	0	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	305

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	1

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	20,705.28	10,405.47	10,299.81	86,790
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	15.0	1.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	43.9	-0.6

Fiscal Year 2022-23 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 as well as provide for an Impact Teacher, 4 Instructional Assistances, and a School Social Worker.

Services provided 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 a structured before- and after-school care program, STRETCH Powered by the YMCA, to students.

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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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: Math Instruction

Emphasis: English Language Learner support

Areas of professional development:

- Small group instruction
- 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
- Designated ELD instruction (30 minutes K-3, 45 minutes 4-6)
- Frequent monitoring of student achievement by examining data/planning interventions

Professional Development

Additional professional development cycles for the Instructional Leadership Team have been conducted within the CVESD cohort model. Topics of study include leadership development, high-impact instructional strategies, and an in-depth study of the California English Language Development standards with a specialized concentration on Collaborative Conversations and keeping student thinking of 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 working on a plan to return to school when it is safe to do so (Hybrid).

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			