



# Palomar Elementary School

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

David Munoz, Principal

David.Munoz@cvesd.org

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

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
[www.cvesd.org](http://www.cvesd.org)

#### District Governing Board

Leslie Ray Bunker  
Armando Farias  
Laurie K. Humphrey  
Eduardo Reyes, Ed.D.  
Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.  
**Superintendent**

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human  
Resources Services and Support**

Oscar Esquivel

**Assistant Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

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

### School Description

Palomar School is one of 46 schools in the Chula Vista Elementary School District. 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. The Before-School Computer Lab Program provides students performing at the Basic level additional reading, science, and math support daily. 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 Single 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	43
Grade 1	52
Grade 2	50
Grade 3	50
Grade 4	44
Grade 5	68
Grade 6	56
<b>Total Enrollment</b>	<b>363</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0.8
Filipino	1.1
Hispanic or Latino	89.8
Native Hawaiian or Pacific Islander	0.6
White	6.6
Two or More Races	0.3
Socioeconomically Disadvantaged	76.3
English Learners	39.7
Students with Disabilities	19.6
Foster Youth	1.4

## 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.

Teacher Credentials			
Palomar Elementary School	15-16	16-17	17-18
With Full Credential	19	18	19
Without Full Credential		0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Palomar Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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	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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

**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: 4/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		201 CR: Lights flicker in front of teaching wall , stained ceiling tile 300 Bldg Boys RR: Sink needs caulking , holes in tile 301 CR: 3 lamps out , computer station end cap missing , back door does not close properly 500 Bldg. Boys RR: middle sink needs rechaulking; door handle loose , holes in tile 500 Bldg. Girl's RR: 2nd stall from left - screw bent up (sharp) ; sinks need rechaulking , #1 and #2 stall toilet seats scrratched , 2 lamps out , holes in tile 602 CR: holes in tackboard next to door , front facia damaged Health Office: Stained ceiling tile Kinder RR 1 : Holes in drywall Mail Room: Stained tackboard Psych/ELD: door doesn't close all the way , paint peelig above doorway Stage Storage: handrail onto stage damaged Stage: 3 lamps out; back wall damaged
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			500 Bldg. Girl's RR: 2nd stall from left - screw bent up (sharp) ; sinks need rechaulking , #1 and #2 stall toilet seats scrratched , 2 lamps out , holes in tile Kinder Playtoy: paint peeling; cobwebs Upper Playtoy: paint peeling; cobwebs; spiral slide drop more than 12"

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 4/21/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		201 CR: Lights flicker in front of teaching wall , stained ceiling tile 301 CR: 3 lamps out , computer station end cap missing , back door does not close properly 302 CR: 2 lamps out , Damaged fascia 401 CR: 2 lamps out 403 CR: 1 lamp out , front of sink top delaminating 500 Bldg. Girl's RR: 2nd stall from left - screw bent up (sharp) ; sinks need rechaulking , #1 and #2 stall toilet seats scrratched , 2 lamps out , holes in tile 502 CR: 1 lamp out , sink needs caulking , rear fascia damaged , front fascia paint peeling 503 CR: 1 lamp out , sink needs caulking , rear fascia damaged 504 CR: Drinking fountain low pressure , lamp out , fascia damaaged , door does not close properly 603 CR: front fascia damaged , lights flicker in front of teaching wall 605 CR: 2 lamps out , front fascia damaged MP: 8 lamps out , stained tackboard , loose covebase Office behind stage(next to parking lot).: Lamp out , plug in air freshener , door not closing properly Speech/RSP: Lamp out , door not closeing propely Stage: 3 lamps out; back wall damaged

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 4/21/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		300 Bldg Boys RR: Sink needs caulking , holes in tile 300 Bldg Girls RR: sinks need to be rechaulked 304 CR: Side splash on sinktop loose 402 CR: battery air freshener , sink needs caulking , front fascia damaged 403 CR: 1 lamp out , front of sink top delaminating 404 CR: Drinking fountain low pressure , front fascia damaged 405 CR: Back door not closing properly , side splash end cap missing , sink needs caulking 500 Bldg. Boys RR: middle sink needs rechaulking; door handle loose , holes in tile 500 Bldg. Girl's RR: 2nd stall from left - screw bent up (sharp) ; sinks need rechaulking , #1 and #2 stall toilet seats scrratched , 2 lamps out , holes in tile 502 CR: 1 lamp out , sink needs caulking , rear fascia damaged , front fascia paint peeling 503 CR: 1 lamp out , sink needs caulking , rear fascia damaged 504 CR: Drinking fountain low pressure , lamp out , fascia damaged , door does not close properly 601 CR: Sink needs caulking Lounge-Kitchen: Sink needs caulking
<b>Safety:</b> Fire Safety, Hazardous Materials	X			402 CR: battery air freshener , sink needs caulking , front fascia damaged Office behind stage(next to parking lot).: Lamp out , plug in air freshener , door not closing properly
<b>Structural:</b> Structural Damage, Roofs	X			605 CR: 2 lamps out , front fascia damaged

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 4/21/2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				301 CR: 3 lamps out , computer station end cap missing , back door does not close properly 405 CR: Back door not closing properly , side splash end cap missing , sink needs caulking 500 Bldg. Boys RR: middle sink needs rehauling; door handle loose , holes in tile 504 CR: Drinking fountain low pressure , lamp out , facia damaged , door does not close properly Library/ Computer Lab: doors do not close all the way , breezeway paint peeling southeast cornerdown spout off , rusted metal corner MP Utility-Hot Water Heater Room: Door vent rusty , wood skirt on freezerpaint peeling Office behind stage(next to parking lot).: Lamp out , plug in air freshener , door not closing properly Playground: South fence trees leaning into it and branches growing through it Psych/ELD: door doesn't close all the way , paint peelig above doorway Speech/RSP: Lamp out , door not closeing propely Upper Playtoy: paint peeling; cobwebs; spiral slide drop more than 12"
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Work orders were submitted for repairs.
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	47	45	62	62	48	48
Math	36	37	48	49	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	54	57	67	62	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.6	27.1	15.3

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	58	56	96.6	57.1
Male	29	28	96.6	53.6
Female	29	28	96.6	60.7
Hispanic or Latino	53	52	98.1	57.7
Socioeconomically Disadvantaged	40	40	100.0	57.5
English Learners	18	18	100.0	38.9
Students with Disabilities	17	16	94.1	68.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**School Year 2016-17 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	220	215	97.73	44.65
Male	110	106	96.36	37.74
Female	110	109	99.09	51.38
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	196	192	97.96	43.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	168	163	97.02	43.56
English Learners	107	103	96.26	37.86
Students with Disabilities	51	49	96.08	10.2
Foster Youth	--	--	--	--

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 2016-17 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	220	218	99.09	37.16
Male	110	108	98.18	40.74
Female	110	110	100	33.64
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	196	195	99.49	35.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	168	166	98.81	34.94
English Learners	107	106	99.07	31.13
Students with Disabilities	51	49	96.08	8.16
Foster Youth	--	--	--	--

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 schoolsite.

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

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 PTA, School Site Council, or ELAC committees, and District Advisory Committee meetings.

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. Our Student Council Officers also serve as safety monitors by participating in quarterly Safe School Walks, pointing out any possible safety issues. 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 on October 30, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	1.0	2.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.3
Psychologist	1.0
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	19	22	2	2		2	2	2			
1	20	22	24	1			1	2	2			
2	22	16	13		1	2	2	2	2			
3	20	22	16	2	1	1	1	1	2			
4	20	31	21	1		1	1	2	1			
5	30	25	23			1	2	2	2			
6	23	19	16	1	1	2	2	2	2			
Other	10	10		1	1							

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

## Professional Development provided for Teachers

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
- 2017-18 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)
- Full-time Resource Teacher to support during collaboration and in the classroom
- \* 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 and the campus resource teacher have been conducted within the CVESD cohort model. Five full-day trainings are scheduled for the 17-18 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.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 School offers KIDCO, a prevention and intervention program designed for students with social and emotional needs. KIDCO helps students in grades K -3 increase their chances for academic success. Through KIDCO, all second and third grade students participate in the Resolving Conflict Creatively Program which helps in developing the social skills necessary to get along with others. 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,098.96	\$5,268.03	\$7,830.93	\$74,522.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			7.6	8.7
Percent Difference: School Site/ State			32.5	3.9

\* Cells with ♦ do not require data.