

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Palomar High	District Name	Sweetwater Union High
Street	480 Palomar St.	Phone Number	619-691-5500
City, State, Zip	Chula Vista, CA 91911-3098	Web Site	www.suhsd.k12.ca.us
Phone Number	619-407-4800	Superintendent	Jesus Gandara
Principal	Griselda Delgado	E-mail Address	jesus.gandara@sweetwaterschools.org
E-mail Address	griselda.delgado@sweetwaterschools.org	CDS Code	37- 68411- 3732047

School Description and Mission Statement (School Year 2009-10)

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Palomar High school, a model continuation high school, provides alternatives for academic success for 400 - 500 students in grades 9 - 12 throughout the SUHSD. Courses are challenging and meet rigorous district diploma and community college entrance requirements. Students receive direct instruction and effective research-based schoolwide strategies are used during lessons. Palomar also offers the Golden Bell Award-winning Navy Internship Program, which includes Palomar students tutoring at Harborside Elementary School. An extensive Systems of Support program (including a senior scholarship program, a college study skills class, the Open Door Family Resource Center, a clinic sponsored by Scripps, tobacco use prevention education [TUPE], and counseling) provides students and their families with additional resources to ensure student academic success.

Palomar's mission is to provide all students in the continuing education program with the academic and social/emotional skills necessary to become responsible citizens, life-long learners, and ethical contributing members of a global society within a flexible educational environment. The instructional program meets district and state adopted academic content standards and performance levels for students required for graduation. It also prepares each student for post-secondary education and/or employment options.

Palomar encourages students to improve their attendance, acquire credits in a timely manner, and make appropriate plans for post secondary education. Palomar's unique "Lifetime Extended Warranty" allows all graduates to return to Palomar at any time to use the computer lab for research and to receive supplemental tutoring from our teachers.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

Opportunities for Parental Involvement (School Year 2009-10)

Opportunities for Parental Involvement (School Year 2009-10)

Parents are welcome to visit during the school day, as well as at the annual Open House. At the end of a mandatory two-week orientation class for new students, parents are required to attend a student-lead conference. During the conference, parents become familiar with their child's own academic goals and learn about Palomar's instructional program. Parents also have an opportunity to become involved by attending parent meetings, which are held at the end of each six-week reporting period. These meetings allow parents to review their child's academic progress, and topics of interest are presented. Additionally, the Attendance Team and teachers make frequent telephone calls to parents, which involves them in decision-making related to attendance issues. Parents are invited to become members of the School Site Council, and the services at our Open Door Resource Center and Scripps Clinic are available to all Palomar students and their families. Please call the Principal or Assistant Principal (407-4800) to take advantage of these opportunities.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	0
Grade 10	29
Grade 11	128
Grade 12	284
Total Enrollment	441

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	4.99%
American Indian or Alaska Native	0.68%
Asian	0.00%
Filipino	1.81%
Hispanic or Latino	84.35%
Pacific Islander	0.45%
White (not Hispanic)	6.58%
Multiple or No Response	1.13%
Socioeconomically Disadvantaged	38.00%
English Learners	29.00%
Students with Disabilities	7.00%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.1	30	0		15.8	30	1		7	52		
Mathematics	14.2	29	3		13.9	33	2		8	44		
Science	17.5	12			15.7	12	2		7	31		
Social Science	15.2	24	2		15.3	26	1	1	11	28	1	

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan for the 2009-10 school year:

- Update Site Safety Binder (To be distributed to all school staff)
- Comply with 3 in 1 safety drills
- Hold monthly safety meetings
- Identify strategies and programs that provide safety on campus

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	36.8	45.8	32.7	11.3	11.5	13.4
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school has an administration building and 21 classrooms, including one media lab. The main campus was built in 1978 with only an administration building and six classrooms. Additions were constructed in 1978, 1985, 2000 and 2004. Portable classrooms were constructed in 2004. Four permanent classrooms have been constructed. The other phase of construction was scheduled for the summer of 2007.

The school opened in 1978 with an administration building, 6 classrooms and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Due to state budgetary issues, there are no matching funds being provided via the State School Deferred Maintenance Program for the 2010-11 school year. For the 2010-11 school year, the district has budgeted \$1,072,146 for the deferred maintenance program. This represents .3223% of the district's general fund budget.

Deferred Maintenance Projects

For the 2010-11 school year, the district's governing board approved deferred maintenance projects for this school in the form of repairs to asphalt. The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2010-11 school year, there are no modernization / expansion projects planned.
 For the 2010-11 school year, there are no new construction projects planned.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		minor repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences			X		uneven asphalt
Overall Rating		X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	27	30	26	1,699
Without Full Credential	2	1	0	51
Teaching Outside Subject Area of Competence	0	1	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	98	2
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	99	1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	221
Library Media Teacher (Librarian)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .	0%
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry and Intermediate Algebra were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .	0%

Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .	0%
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .	0%
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .	0%
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to www.suhsd.k12.ca.us .	0%
Science Laboratory Equipment	One set of lab equipment per lab station.	0%
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; AP Art 2006-07; 2007-08 instrumental / vocal music, and theatre; Grades 9 - 12 texts were approved by the Board of Trustees. For the adopted textbook list go to www.suhsd.k12.ca.us	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,973	\$3,113	\$5,860	\$72,723
District	N/A	N/A	\$652	\$72,682
Percent Difference – School Site and District	N/A	N/A	799%	.06%
State	N/A	N/A	\$5,681	\$69,595
Percent Difference – School Site and State	N/A	N/A	3%	4.49%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

General Operations	- services, materials, and support to the general education program
Special Projects	- monies from agencies (e.g., federal, state) earmarked for specific services

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,822	\$43,096
Mid-Range Teacher Salary	\$69,981	\$70,018
Highest Teacher Salary	\$91,613	\$89,675
Average Principal Salary (Middle)	\$131,846	\$122,408
Average Principal Salary (High)	\$139,927	\$128,615
Superintendent Salary	\$250,920	\$204,469
Percent of Budget for Teacher Salaries	39.80 %	37.50 %
Percent of Budget for Administrative Salaries	4.90 %	5.10 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	4	8	11	41	44	49	46	50	52
Mathematics	17	19	8	28	32	35	43	46	48
Science	2	9	0	42	47	54	46	50	54
History-Social Science	3	6	8	32	38	43	36	41	44

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino	*	*	*	*
Hispanic or Latino	10	7	0	7
Pacific Islander	*		*	*

White (not Hispanic)	29	*	*	27
Male	12	8	0	12
Female	11	8	0	0
Economically Disadvantaged	8	5	0	9
English Learners	0	4	0	0
Students with Disabilities	0	*		0
Students Receiving Migrant Education Services				

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	16.7	16.7	15.8	53.3	53.3	54.6	52.9	52.9	54.0
Mathematics	20.8	20.8	15.8	55.2	55.2	60.7	51.3	51.3	53.4

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	84.2	15.8	0	84.2	15.8	0
Male	100	0	0	75.0	25.0	0
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	86.7	13.3	0.0	80.0	20.0	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	*	*	*

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	B*	B	B*
Similar Schools	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	-41	26	-15	532
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				553
Pacific Islander				

White (not Hispanic)				
Socioeconomically Disadvantaged				569
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	No	No

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	40.0

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all

eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	5.5	9.1	10.3	2.9	3.9	3.7	4.4	3.9	5.7
Graduation Rate	90.8	85.7	61.1	90.8	85.7	83.8	80.6	80.2	78.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2010		
	School	District	State
All Students	38.03%	80.23%	N/A
African American	30.77%	82.23%	N/A
American Indian or Alaska Native	100.00%	94.59%	N/A
Asian	0.00%	89.06%	N/A
Filipino	50.00%	90.95%	N/A
Hispanic or Latino	36.80%	78.01%	N/A
Pacific Islander	0.00%	82.52%	N/A
White (not Hispanic)	56.25%	84.96%	N/A
Socioeconomically Disadvantaged	0.00%	6.08%	N/A
English Learners	33.04%	61.84%	N/A
Students with Disabilities	60.71%	67.75%	N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. Palomar High School offers the Arts, Media and Entertainment program.

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	267
Percent of the school's pupils completing a CTE program and earning a high school diploma	0%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page. Data based on students enrolled in grades 10, 11, and 12.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the 2006-07 school year, staff participated in 4 staff development (non instructional) days. Staff used these days to set vision and goals for the school year, for department meetings, and to review Marzano's teaching strategies.

For the 2007-08, 2008-09, and 2009-10 school years, Palomar instituted Professional Learning Communities, which will allow departmental groups of teachers to meet and work collaboratively to achieve better results for the students they serve. The staff also received training for an active participation strategy – "TAPPLE." The staff learned how to use DataWorks to review student work to ensure consistency of evaluation; were trained in DataDirector and Chancery to better access student achievement data; and pursued a program of Asset Development to increase positive communication with our students.