

Palm Canyon Continuation High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Palm Canyon Continuation High School
Street	2281 Diegueno Rd.
City, State, Zip	Borrego Springs, CA 92004
Phone Number	(760) 767-5335
Principal	Martha Deichler
E-mail Address	mdeichler@bsusd.net
Web Site	www.bsusd.com
CDS Code	37-67983-3730447

District Contact Information	
District Name	Borrego Springs USD
Phone Number	(760) 767-5357
Superintendent	Martha Deichler
E-mail Address	mdeichler@bsusd.net
Web Site	www.bsusd.com

School Description and Mission Statement (Most Recent Year)

The mission of Palm Canyon Continuation High School is to work together to provide a challenging and safe social environment that encourages all students to reach their highest potential and to be competitive, responsible citizens in a culturally diverse world.

The educational community of Borrego Springs, which includes parents, students, staff, and the community, promotes pride in our schools through respect for each other, good citizenship, maintenance of high standards, and the positive encouragement of students. Through pursuit of these ideals, we develop the students whole person, foster self-esteem in a safe environment, and provide guidance for their post-secondary planning and success.

Palm Canyon Continuation High School (PCCHS) provides an alternative educational environment for students who have encountered academic difficulties or familial situations which require an alternative placement. This high school requires 200 credits for graduation in contrast with the 250 units required for graduation from Borrego Springs High School (BSHS), and does not require passing the Senior Project. PCCHS students must pass both sections of the CAHSEE in order to receive a diploma. The school day for this alternative high school is from 7:50 am through 11:50 am. This shortened day for the students of PCCHS allows for students to fully concentrate on their core academic classes, and to go to work when finished with coursework at PCCHS.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 12	2
Total Enrollment	2

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	100.0
English Learners	50.0
Students with Disabilities	50.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	1	1	1	28
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.12	0.88
High-Poverty Schools in District	99.12	0.88
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 8/10/2011

All textbooks and instructional materials used at Palm Canyon Continuation High School are aligned with with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The high school follows the state Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on November 18, 2009, and determined that each school within the district had sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the state of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in their classrooms and to take home to complete required homework assignments.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littlell, Adopted 2000	Yes	0
Mathematics	McDougal Littell, Adopted 2000, McDougal Littlell/Houghton Mifflin, Adopted 2001	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McDougal Littell, Adopted 1999, Prentice Hall adopted 20000, Kendall-Hunt Publishing Co., Adopted 1993	Yes	0
History-Social Science	West Educational Publishing, Adopted 1999, Houghton Mifflin, Adopted 2000, Glencoe/McGraw Hill Adopted 2000	Yes	0
Foreign Language	McDougal Little, 2000	Yes	0
Health	Glencoe, 1996	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	Yes	n/a

School Facility Conditions and Planned Improvements (Most Recent Year)

Palm Canyon Continuation High School (PCCHS) provides a safe, clean environment for students, staff, and volunteers. The continuation high school is part of the Borrego Springs High School campus which was built in 1962. School facilities available to PCCHS include a new gymnasium, multipurpose room, administrative offices, and one classroom situated in an attractive, park-like setting. The locker room facilities and bathrooms were modernized for handicapped accessibility and outside landscape upgrades were completed in the 2004-05 school year. The facility strongly supports teaching and learning through its ample classroom and recreation space. Facility information current as of October 2010.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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			

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				48	44	57	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				43	42	41	54	56	55
Mathematics				33	31	24	49	50	50
History-Social Science				33	42	47	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	50.00

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				40	57	76	56	57	56
Mathematics				33	49	59	58	60	62

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	24	52	24	41	53	6
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Parents and the community are very supportive of the educational program at Palm Canyon Continuation High School. Due to the nature of Borrego Spring's small, close-knit community, local people and organizations heavily invest time and money into the development of the next generation of well-rounded, educated, and responsible citizens. Community members and parents who wish to volunteer at Palm Canyon Continuation High School may contact the Principal, Martha Deichler, (760) 767-5335.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	18.2	13.9	15.4	18.2	13.9	15.4	14.7	13.1	11.4
Graduation Rate	72.73	69.44	84.62	72.73	69.44	84.62	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	50.00	80.36	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	33.33	81.58	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	86.67	90.15
Two or More Races	0.00	100.00	89.03
Socioeconomically Disadvantaged	66.67	80.77	82.58
English Learners	0.00	100.00	53.68
Students with Disabilities	0.00	75.00	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	20.0	20.0	0.0	2.9	2.9	0.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Borrego Springs Unified School District, and as such, of Santa Rosa Community Day School. Santa Rosa welcomes visitors, but asks all visitors to sign in at the front office of the high school to obtain a visitor's badge, to be respectful of the learning process, and to minimize classroom disruptions. Before and after school and during lunch, staff and the principal monitor campus activity.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school in the District includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency procedures; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents and school employees; safe and orderly school environment; and school rules and procedures.

Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in February, 2006. A Safe Schools Committee was formed in December 2012 to revisit and revise the School Safety Plan for all schools. The committee will meet on an ongoing basis to revamp the plan. A copy of the plan is available for public review at the school office.

Palm Canyon Continuation High School participates with Borrego Springs Middle School and High School in all regularly scheduled safety-related exercises, including fire drills, earthquake drills, and lock-down drills. PCCHS collaborates with local law enforcement in drills and simulations of threatening situations that might endanger our students.

An updated campus map indicating student gathering points and critical utility shut-off valves is placed in all classrooms and also resides in the school and district office.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	N/A	
Met Participation Rate: Mathematics	N/A	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	2	2	0	0	4	2			2	2		
Mathematics	2	1	0	0	2	1			1	1		
Science	1	1	0	0	2	1						
Social Science	2	1	0	0	1	3			2	2		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.10	3
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.25	---
Social Worker	.20	---
Nurse	.25	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,63	\$4,959	\$8,674	\$70,545
District	---	---	\$8,674	\$57,307
Percent Difference: School Site and District	---	---	0.0	23.1
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	84.9	21.8

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

For the 2013-14 school year, Borrego Springs Unified School District spent an average of \$14,887 to educate each student (based on 2013-14 audited financial statements). These expenditures cover the entirety of the educational program at BSUSD, from transportation to classroom supplies.

Borrego Springs Unified School District receives additional state and federal funding for special programs. Many categorical programs were completely eliminated in 2013-14 due to the formation of the Local Control Funding Formula. For the 2013-14 school year, the district received approximately \$3,775 per student in federal and state aid for the following categorical and support programs:

- Special Education
- Interagency Contracts
- Home-to-School Transportation
- Instructional Materials
- Title I
- Title II
- Title III
- Title IV
- Child Nutrition
- After school education and safety (ASES)
- Preschool

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,224	\$38,152
Mid-Range Teacher Salary	\$52,162	\$55,573
Highest Teacher Salary	\$78,518	\$71,908
Average Principal Salary (Elementary)	\$85,101	\$87,660
Average Principal Salary (Middle)	\$85,101	\$92,424
Average Principal Salary (High)	\$85,101	\$93,606
Superintendent Salary	\$34,000	\$116,538
Percent of Budget for Teacher Salaries	29	34
Percent of Budget for Administrative Salaries	2	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Training and Curriculum Development at Palm Canyon Continuation High School revolves around the California State content Standards and Frameworks. Because of the small teaching staff, curriculum and staff development decisions are made with the staff working directly with the principal and the faculty of Borrego Springs High School.

To acquire necessary knowledge, upgrade skills and develop professionally, staff members are encouraged to attend workshops and conferences. The teacher at SRCDS attends all Monday Collaborations, along with the teachers from Borrego Springs Middle and High Schools, and Palm Canyon Continuation High School. At the Monday Collaborations, teachers review student data to plan instruction, learn best practices from other teachers, and discuss and plan student interventions.