Paloma Valley High School

31375 Bradley Road • Menifee, CA 92584 • (951) 672-6030 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Perris Union High School District
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School Description
Principal's Message

Paloma is growing in a number of ways. Our student population is over 3100. We are currently using every possible classroom space and are figuring out ways to creatively house various support personnel. The growth will continue for the foreseeable future and will impact the facilities until High School 4 is constructed. Plans are in motion to deal with this increased student population, including an additional classroom building near the J building and an expansion of walkway space to and from the J building. Additionally Paloma is in process of installing solar panels in both staff and student parking lots to reduce our energy consumption. Beginning with the 2017-18 school year PVHS has a fully functional Automotive Technology shop, including lifts. In addition construction is underway for our new CTE building to focus on our Engineering and Manufacturing programs.

The efforts of our staff and students have not gone unnoticed. US News has recognized Paloma Valley High School for the past three years in a row to be a silver award winner in the "Best High Schools" in America. This means we are consistently in the top ten percent of high schools in the country. This is a result of great instruction by our teachers and hard work by our students. We are proud to announce that with the graduating class of 2017 the percentage of PVHS seniors that met A-G requirement for college entrance topped 40% for the first time in school history.

As a community we recognize that the world is complicated place for teens today to process and we have added supports for student needs not just in academics but also in overall emotional and social needs. Wildcats have access to programs such as AVID, PLUS, Link Crew, Black Student Union, GSA, College and Career Foundations, and Mental Health Alliance. The staff continues to work together to to find ways to help our students become the leaders of the future.

These concepts are embodied by our Mission and Vision Statements that ask each Wildcat to R.O.A.R. with pride!

Vision Statement:
The vision of Paloma Valley High School is to work with the students, staff, parents, and community members to meet the diverse needs of all students by preparing them to be responsible citizens and meet their post-secondary education or career goals.

Mission Statement:
The mission of Paloma Valley High School is to provide a safe educational environment which develops students to be RESPECTFUL of all individuals and property, OPTIMISTIC about their current and future endeavors, AMBITIOUS about their academic and extracurricular passions and goals, and RESPONSIBLE for their actions, decisions and accomplishments… ROAR.

Jennifer Thomasian
Principal

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
Grade 9	848
Grade 10	847
Grade 11	781
Grade 12	648
Total Enrollment	3,124

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	0.3
Asian	2.7
Filipino	4
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.2
White	31.7
Two or More Races	5.5
Socioeconomically Disadvantaged	56.4
English Learners	6.8
Students with Disabilities	9.8
Foster Youth	0.4

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			
Paloma Valley High School	15-16	16-17	17-18
With Full Credential	107	124	125
Without Full Credential	3	3	0
Teaching Outside Subject Area of Competence	0	0	0
Perris Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	453
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Paloma Valley High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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)

All textbooks used in the core curriculum at Paloma Valley High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 20, 2017, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: September 20, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) English I/Advanced English I--Literature: Reading & Language 9 (Pearson, 2010) English II/Advanced English II--Literature: Reading & Language 10 (Pearson, 2010) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) Edge A: Student Editon and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect Edge 2014 Fundamentals: Student Edition and myNGconnect **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016) Geometry California Common Core (Pearson, 2016) Algebra 1 California Common Core (Pearson, 2016) Algebra 2 California Common Core (Pearson, 2016) AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998) AP Statistics--The Practice of Statistics 5th (Freeman, 2015) Consumer Math--Mathematics w/Business Applications (Glencoe, 2007) Technology Math--Mathematics w/Business Applications (Glencoe, 2007) Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001) Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001) Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001) Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: September 20, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	Life Science & Ag Plant & Animal --Life Science (Glencoe) Physical Science--Conceptual Physical Science (Addison Wesley) Physical Geology--Earth Science (Prentice Hall) Environmental Science--Environmental Science (Holt) AP Environmental Science--Environmental Science: a Global Concern (McGraw Hill) Earth Science & Ag Earth Science--Earth Science (Prentice Hall) Biology--Biology (McDougal Littell) AP Biology--Campbell Biology (7th AP Ed) (Pearson) Chemistry & Ag Chemistry--World of Chemistry (McDougal Littell) AP Chemistry--Zumdahl Chemistry (7th AP Ed) (Houghton Mifflin) Physics--Physics (Holt) AP Physics--Physics (Holt) Anatomy--Human Body in Health & Disease (Elsevier) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Geography--World Geography: The World and its People (Glencoe) AP Geography--Human Geography People, Place & Culture (Wiley) Human Geography People, Place & Culture AP Study Guide (Wiley) World History--World History Modern Times (Glencoe) AP European History--History of Western Society Since 1300 (McDougal Littell) AP World History--Earth and its Peoples (Houghton Mifflin) The Human Record Vol 1 (Houghton Mifflin) The Human Record Vol 2 (Houghton Mifflin) Am Government & Ag Am Government--US Government Democracy in Action (Glencoe) AP Government--Government in America (Pearson) US History--The Americans (McDougal Littell AP US History--American Pageant (Houghton Mifflin) Economics & Ag Economics--Economics Principles in Action (Prentice Hall) AP Economics--McConnell Brue Economics 18th Ed (McGraw Hill) Intro to Psychology--Psychology and You (West Publishing) AP Psychology--Introduction to Psychology (Thomson Learning) Criminology/Youth and the Law--Street Law (West Publishing) Sociology--Sociology (Holt) History of Mexico--A Traveler's History of Mexico (Interlink) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: September 20, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	McDougal Littell, Discovering French Nouveau! Bleu (2004) McDougal Littell, Discovering French Nouveau! Blanc (2004) McDougal Littell, Discovering French Nouveau! Rouge (2004) Vista Higher Learning, Descubre 1 (2016) Vista Higher Learning, Descubre 2 (2016) Vista Higher Learning, Descubre 3 (2016) Vista Higher Learning, Imagina (2016) Vista Higher Learning, Temas (2016) American Sign Language 1--Learning American Sign Language (Pearson) Signing Naturally Level 1 Units 1-6 (Dawn Sign Press, 2008) Signing Naturally Level 1 Units 7-12 (Dawn Sign Press, 2008) American Sign Language 3--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991) American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991) Signing Naturally Level 2 (Dawn Sign Press, 1992) American Sign Language 4--American Sign Language (Units 1-9) (Gallaudet Univ Press, 1991) American Sign Language (Units 10-18) (Gallaudet Univ Press, 1991) American Sign Language (Units 19-27) (Gallaudet Univ Press, 1991) Signing Naturally Level 3 (Dawn Sign Press, 2001) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Gencoe, Health - Health **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Glencoe, The Stage and the Schol, 9th Ed. (2005) Random House, A Practical Handbook for the Actor (1986) Penguin, The Stanislavski System (1984) Barron's, The Complete Potter (2003) **The textbooks listed are from most recent adoption:** Yes
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Paloma Valley High School's original facilities were built in 1995; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Ongoing facilities maintenance includes plumbing, electrical , HVAC and site roofing repairs.
Gym floor refinishing project.
Roofing repairs.
Stadium turf maintenance program
B restrooms modernization
LED Lighting upgrades throughout exterior of campus

Every morning before school begins, the custodian and plant supervisor inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and six evening custodians are assigned to Paloma Valley High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C BUILDING: W/O # 40442 D BUILDING: W/O # 40424
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 Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	52	47	41	36	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**
9	18	22.7	35.9

* 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.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	58	63	37	44	48	48
Math	31	24	17	15	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.

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	799	728	91.1	47.0
Male	430	391	90.9	51.9
Female	369	337	91.3	41.3
Black or African American	52	44	84.6	40.9
Asian	23	22	95.7	59.1
Filipino	37	36	97.3	55.6
Hispanic or Latino	399	361	90.5	36.8
White	240	221	92.1	59.3
Two or More Races	43	39	90.7	61.5
Socioeconomically Disadvantaged	441	401	90.9	40.2
English Learners	63	61	96.8	9.8
Students with Disabilities	89	79	88.8	21.5

* 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	719	697	96.94	62.79
Male	390	376	96.41	53.99
Female	329	321	97.57	73.13
Black or African American	40	40	100	47.5
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	60.87
Filipino	35	35	100	80
Hispanic or Latino	354	343	96.89	56.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	218	209	95.87	73.21
Two or More Races	46	44	95.65	63.64
Socioeconomically Disadvantaged	416	400	96.15	56
English Learners	67	65	97.01	13.85
Students with Disabilities	71	65	91.55	12.31

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	720	700	97.22	24.14
Male	391	378	96.68	24.34
Female	329	322	97.87	23.91
Black or African American	40	40	100	10
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	26.09
Filipino	35	35	100	42.86
Hispanic or Latino	354	345	97.46	16.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	219	210	95.89	33.81
Two or More Races	46	44	95.65	34.09
Socioeconomically Disadvantaged	416	403	96.88	19.35
English Learners	67	65	97.01	3.08
Students with Disabilities	71	65	91.55	0

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)
We have continued to utilize social media as a way to communicate and involve parents and families in school activities. Facebook is the primary vehicle used to educate parents about school activities. It has become immensely popular with Paloma families. Twitter and to a lesser degree Instagram have also been integrated into our communication efforts. Coffee with the Principal has continued to be scheduled and has increased in popularity. Where once only a half dozen parents attended the monthly meetings, now 25-30 parents attend. The discussions are two way streets where ideas, issues, and information are exchanged and shared. Parent committees including PELI, School Site Council, and parent volunteers groups (including band boosters and athletic parent volunteers) are utilized to provide direct input into school operations, goals, and activities. The PELI (Parent Engagement Leadership Initiative) has gained momentum over the past year and are working directly with administration and our Parent Liaison, Alice Kelly, on a variety of projects including canned food drives, social media training sessions for parents, and college readiness workshops for parents. Paloma also offers Adult English as a Second Language class every Tuesday and Thursday evening. Those interested in participating should contact Cindy Ramos our English Learner Lead.

We encourage parents to contact Josie Delgadillo, the principal's secretary at (951) 672-6030, ext 22101 or Alice Kelly for more information on how to become involved in Paloma Valley. Band parents work through Tyler Richardson the band director and athletic volunteer parents work through the coach of the specific sport. Here is a small list of activities where parents can become involved:

Opportunities to Volunteer
• Fundraising Activities
• Games
• Banquets

Committees
• English Learner Advisory Council
• GATE Advisory Council
• Parent Teacher Student Association
• School Site Council
• Band Boosters
• PELI

School Activities
• Athletic Events
• Athletic Support Groups
• Back to School Night
• Open House
• Student Performances
• Eighth Grade Orientation
• College Awareness Nights
• FAFSA Nights
• Drama Performances
• Choir Performances

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
The Comprehensive School Site Safety Plan was developed for Paloma Valley High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in the fall of 2017. Minor changes have been made on an ongoing basis each year to address the changing dynamics of the school.

The objective of Paloma Valley High School's Disaster Response & Crisis Management Plan is to provide the maximum practical protection for students and personnel primarily, and district property secondarily, in the event of a disaster. Paloma Valley has a strong school safety team consisting of teachers and classified employees that provide recommendations to administration so that adjustments can be made as the community and student population changes. To meet this objective, we have been preparing students and staff to be ready for a disaster or school emergency. Paloma Valley students and staff participate in emergency drills once a month with the exception of August and June. The Paloma Valley staff continues working with the District to update the emergency response plan and incorporate the National Incident Management System (NIMS). The Perris Union High School District Risk Management Officer maintains a current file of employees who complete Federal Emergency Management Agency (FEMA) courses including: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents). These courses provide staff with the skills necessary for real life emergencies. Paloma Valley's Disaster Response & Crisis Management Plan has three major goals: a) To have buildings, furnishings, equipment, and emergency supplies in condition such that injuries and damages will be minimized, and the actions needed in time of disaster may be carried on effectively b) To provide staff and students with appropriate instruction and practice, and parents with information, so as to effectively help each person respond properly in an emergency. c) To set up overall organization and specific procedures to be followed at a time of disaster, including the rendering of aid to victims and the protection and care of students until they can be safely reunited with their parents.

The plan meets the guidelines for California's Standardized Emergency Management System (SEMS). The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned. To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. The District has installed three repeaters and distributed hand-held radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios have been incorporated into our site's emergency drills. Having qualified and trained staff helps to ensure a safe and secure environment for the student population during the school day and in an emergency/crisis response incident. The Paloma Valley staff continues working hard to be ready for all emergency situations. Paloma Valley has assessed the available emergency supplies, and continues compiling necessary supplies for potential emergency situations.

Egress and Ingress to the campus have been effectively created at Paloma Valley High School. Both classified and certificated personnel have report times that are significantly prior to student arrival. Locks are in place on all staff gates and all staff members have keys to these gates. Time is spent in staff meetings discussing the importance of keeping staff gates locked and not permitting students to enter or exit campus through staff gates. The main gates to the campus are unlocked at approximately 6:15 a.m. and are re-locked at approximately 10:00 p.m. unless there is an activity taking place that prohibits the gates from being locked at that time. A campus supervisor is assigned a late afternoon shift that ends at 6:00 pm. The role of the "late shift" campus supervisor is to ensure that all students on campus after school hours have a purpose for being there. A full evening custodial crew is on campus until 11:00 pm.

The regular school hours are 7:45 a.m. – 3:10 p.m. Two daytime custodians are scheduled during student hours with the focus on picking up trash and maintaining clean restrooms for students and staff. A full team of campus supervisors are also on campus during student hours. All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information. We encourage alumni to return and visit our campus, however, if they plan to visit staff during the school day, we require that they request, then schedule an appointment prior to the visit. If approved, we have the appointment on file with the campus supervisor "check-in" desk and are aware they are coming. All visitors are required to show ID and are provided a highly visible "Visitors' Pass" unless they are a district employee.

Paloma Valley High School is a place of learning. Every aspect of the school is monitored and maintained to provide an optimum learning environment for students, staff and community.

For the full school site safety plan of Paloma Valley see the following link.
https://docs.google.com/document/d/1aAEoKIZh3EjjXCelb4w_UKbwVHOr0WvKEtDch7yTYOo/edit?usp=sharing

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.1	5.3	5.0
Expulsions Rate	0.0	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	7.4	8.4	8.0
Expulsions Rate	0.1	0.1	0.4
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
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	.33
Resource Specialist	13
Other	0
Average Number of Students per Staff Member	
Academic Counselor	544

*	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 (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	31	31	30	12	9	27	20	26	13	61	65	71
Mathematics	31	32	30	7	7	14	30	25	40	51	61	48
Science	34	32	31	1	7	10	12	15	13	49	47	51
Social Science	34	33	31	1	4	10	13	17	25	65	58	53

*	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.

Professional Development provided for Teachers

Staff development has been on-going from the first day staff returned to school. It has centered around the needs of the school and the staff.

1. This year at the initial staff development prior to the first day of school, we have reviewed the basic information teachers need to properly perform their logistical duties. It is necessary to re-acquaint veteran teachers as well as instruct the new teachers into the proper procedures for attendance, discipline, evacuation drills, etc.

2. Best practices has been the focal point of most of our professional development. This has taken on many shapes including workshops during the day, after hours (paid time), PLC's, general staff meetings, and release time to visit other classrooms. Teachers have been sent to regional and state professional trainings to increase their knowledge and understanding. Due to the increased use of technology in the classroom, we have offered classes and support from an on-site TOSA. The staff is given additional instruction in how to use the various technology tools available to them. This includes how to use our student information system (Infinite Campus), PowerSchool, Google classroom, Google docs, etc. This TOSA works one on one with teachers in their classrooms as well as providing group instruction outside of the instructional time.

3. The counselors at Paloma received training to improve A-G completion rates, college enrollment information, and FAFSA training.

We ask the staff to utilize data to help guide them. The data includes test scores, discipline information, A-G completion rates, graduation rates, college attendance after high school, etc. We try to be comprehensive in our approach to find our areas of strength and weakness. This information is imperative for us to decide where to concentrate our resources. Administrators visit classrooms on a regular basis to provide feedback to staff and to get a sense of how the trainings are being applied in order to help shape future planned professional developments. Administrators meet with staff on a regular basis to enhance our communication.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$53,786	$50,221
Mid-Range Teacher Salary	$82,971	$83,072
Highest Teacher Salary	$107,035	$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	$120,736	$128,094
Average Principal Salary (HS)	$135,321	$146,114
Superintendent Salary	$210,682	$226,121
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	10837	2234	8603	91149
District	♦	♦	9336	$87,873
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			-7.9	3.7
Percent Difference: School Site/ State			30.9	10.1

* Cells with ♦ do not require data.

Types of Services Funded

Available funding for programs and services that support student access & success include:

- California Career Pathways Trust (CCPT)
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Tobacco Use Prevention Education (TUPE)
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Automotive, Engineering. Bio-Medical, Fashion & Design
- Credit recovery
- Dual Enrollment
- Gifted & Talented Education (GATE)
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Paloma Valley High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	6.2	5.9	2.6
Graduation Rate	91.6	90.59	95.73
Perris Union High School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	12.4	9.7	5.5
Graduation Rate	82.68	87.03	92.32
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	1121
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.56
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	34.93

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	1	♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	3	♦
Science	3	♦
Social Science	6	♦
All courses	18	27.2

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	89.71	90.48	87.11
Black or African American	80	85.62	79.19
American Indian or Alaska Native	100	92.31	80.17
Asian	80	84.38	94.42
Filipino	95.83	97.56	93.76
Hispanic or Latino	89.16	89.86	84.58
Native Hawaiian/Pacific Islander	66.67	100	86.57
White	92.2	92.19	90.99
Two or More Races	90.32	100	90.59
Socioeconomically Disadvantaged	88.09	89.92	85.45
English Learners	42.22	49.1	55.44
Students with Disabilities	52.46	60.29	63.9
Foster Youth	33.33	40	68.19

Career Technical Education Programs
Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to of Paloma Valley High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses.

During the 2017-18 school year Paloma Valley High School offered the following career technical education programs as elective courses:
• Video Production
• Photography
• Computer Information Technology/Computer Programming
• Engineering
• Automotive
• Biomedical
• Fashion and Design
• Medical First Responder
• Retail / Student Store

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.