

Paloma Valley High School

31375 Bradley Road • Menifee, CA 92584 • (951) 672-6030 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Perris Union High School District

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Principal's Message

Paloma is growing in a number of ways. Our student population is approaching 3200. The growth will continue for the foreseeable future and will impact the facilities until Liberty High School opens in August 2021. At the start of this school year we completed construction on and opened an additional classroom building near the J building, an expansion of walkway space to and from the J building as well as a new stadium entrance, snack bar, and restroom facilities. These new facilities allow our campus to grow and provide students with a shaded space to eat lunch.

The efforts of our staff and students to improve instruction at PVHS have not gone unnoticed. PVHS is the only school in PUHSD to make gains in 2018 and 2019 in both the math and English sections of the California Assessment of Student Performance and Progress (CAASPP). In fact, in 2019 PVHS grew test scores in both math and English by 20+ points! This is a result of great instruction by our teachers and hard work by our students.

As a community we recognize that the world is a 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 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	823
Grade 10	862
Grade 11	744
Grade 12	717
Total Enrollment	3,146

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.4
Asian	2.3
Filipino	4.8
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.3
White	31
Two or More Races	6.2
Socioeconomically Disadvantaged	51.5
English Learners	6.6
Students with Disabilities	12.2
Foster Youth	0.5
Homeless	5.8

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 for Paloma Valley High	17-18	18-19	19-20
With Full Credential	125	123	123
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Perris Union High	17-18	18-19	19-20
With Full Credential	♦	♦	440
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Paloma Valley High School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 18, 2019, 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 2019-20 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 18, 2019

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: Pearson My Perspective (Pearson, 2017) English II/Advanced English II--Literature: Pearson My Perspective (Pearson, 2017) 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 Edition 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%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>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)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>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)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>T'es Branche 1, 2, & 3, (2018) 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)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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

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: 12/26/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	S BUILDING: W/O 50132 replace ballast

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	KITCHEN: service windows were replaced over the thanksgiving break
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	67	74	39	44	50	48
Math	27	38	15	15	38	37

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

**School Year 2018-19 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	693	664	95.82	73.80
Male	369	354	95.93	68.36
Female	324	310	95.68	80.00
Black or African American	36	34	94.44	61.76
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	90.00
Filipino	35	35	100.00	82.86
Hispanic or Latino	337	325	96.44	71.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	208	195	93.75	73.85
Two or More Races	49	47	95.92	85.11
Socioeconomically Disadvantaged	345	328	95.07	69.82
English Learners	46	40	86.96	32.50
Students with Disabilities	79	70	88.61	18.57
Foster Youth	--	--	--	--
Homeless	38	36	94.74	5.26

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 2018-19 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	693	675	97.4	37.83
Male	369	359	97.29	37.15
Female	324	316	97.53	38.61
Black or African American	36	34	94.44	17.65
Asian	20	20	100	70
Filipino	35	35	100	71.43
Hispanic or Latino	337	329	97.63	32.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	208	202	97.12	39.8
Two or More Races	49	47	95.92	44.68
Socioeconomically Disadvantaged	345	335	97.1	34.63
English Learners	46	42	91.3	7.14
Students with Disabilities	79	71	89.87	1.43
Foster Youth	--	--	--	--
Homeless	38	37	97.37	2.63

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

PVHS continues 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. 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 Community/Parent Liaison, Luis Robles, 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 Luis Robles as the Community Liaison.

We encourage parents to contact Josie Delgadillo, the principal's secretary at (951) 672-6030, ext 22101 or Luis Robles 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
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 2019. 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 5:00 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/1lrYHW_h9zVKahiBR5O6wyNeo34Vz-708Qo93gyZv3l0/edit?usp=sharing

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.0	3.6	3.3
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.0	7.8	6.0
Expulsions Rate	0.4	0.3	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	353.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	8.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	5.0

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	30	27	13	71	29	26	27	65	28	31	28	62
Mathematics	30	14	40	48	29	18	47	51	30	23	30	61
Science	31	10	13	51	32	9	16	60	31	10	18	57
Social Science	31	10	25	53	30	12	22	56	31	10	28	50

* 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 in order to meet our district LCAP goals as well as our site WASC goals. A team of stakeholders met in spring 2019 to align WASC goals to LCAP goals following our WASC accreditation visit and to develop our PD plan for the coming school year. In the spring of 2019 a Professional Development team was assembled of teachers, program leaders, and administrators. This team meets bi-weekly to assess PD need, develop PD sessions for staff that meet those needs, and then administer PD sessions during Friday Collab time. In the first semester of 2019-20 this team has developed and conducted 16 different professional development sessions for staff ranging from topics of teacher clarity, collaborative strategies, how to streamline gradebook systems, how to use online learning management system, and ed code laws surrounding student behavior. The team continues to build PD that is responsive to the needs of our staff and students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,410	\$52,466
Mid-Range Teacher Salary	\$88,566	\$87,373
Highest Teacher Salary	\$110,267	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$143,278	\$142,025
Average Principal Salary (HS)	\$148,469	\$153,904
Superintendent Salary	\$231,424	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	5%

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

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12192	2805	9387	94291
District	N/A	N/A	9815	
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.5	1.2
School Site/ State	19.0	7.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for Paloma Valley High School	2015-16	2016-17	2017-18
Dropout Rate	2.6	2.6	2.8
Graduation Rate	95.7	94.8	94.8

Rate for Perris Union High School	2015-16	2016-17	2017-18
Dropout Rate	5.5	5	6.6
Graduation Rate	92.3	90.7	90.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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%

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 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 2019-20 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
- Medical First Responder
- Retail / Student Store
- Business Technology

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.06
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	45.72

* Where there are student course enrollments.

2018-19 Advanced Placement Courses

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		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.