

# Paloma Valley High School

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

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<https://pvhs.puhsd.org>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Perris Union High School District

155 East Fourth Street  
Perris, CA 92570  
(951) 943-6369  
[www.puhsd.org](http://www.puhsd.org)

#### District Governing Board

Dr. Jose Luis Araux  
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Anthony T. Stafford, Sr.  
**Vice President**

Dr. Randall Freeman  
**Clerk**

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Dr. Charles Newman, Ed.D  
**Assistant Superintendent  
Educational Services**

Kirk Skorpanich  
**Assistant Superintendent  
Human Resources**

Joseph Williams  
**Executive Director of Technology**

### School Description

#### Principal's Message

Like all things in our world, the past year has brought a number of changes to Paloma Valley High School. On March 13, 2020 our campus closed its doors to in person instruction. We have adapted and continue to educate our students virtually. PVHS utilizes a synchronous and asynchronous rotating schedule by period and has remained virtual into the 2nd semester of the 2020-21 school year.

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 the past three years in both the math and English sections of the California Assessment of Student Performance and Progress (CAASPP). In fact, in 2019 (the last year for which there is data) PVHS was the only comprehensive high school in Riverside County to achieve "Green" and "Blue" status on all indicators on the California Dashboard.

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.

Dr. 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	889
Grade 10	812
Grade 11	791
Grade 12	682
Total Enrollment	3,174

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.4
Asian	2.3
Filipino	5.4
Hispanic or Latino	48.5
Native Hawaiian or Pacific Islander	0.6
White	30.3
Two or More Races	7.1
Socioeconomically Disadvantaged	54.3
English Learners	5.2
Students with Disabilities	12
Foster Youth	0.4
Homeless	3.2

## 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	18-19	19-20	20-21
With Full Credential	123	123	126
Without Full Credential	2	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Perris Union High	18-19	19-20	20-21
With Full Credential	♦	♦	434
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Paloma Valley High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 2020-21)

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 16, 2020, 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 16, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Life Science &amp; Ag Plant &amp; 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 &amp; Ag Earth Science--Earth Science (Prentice Hall)  Biology--Biology (McDougal Littell)  AP Biology--Campbell Biology (7th AP Ed) (Pearson)  Chemistry &amp; 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 &amp; Disease (Elsevier)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Geography--World Geography: The World and its People (Glencoe)  AP Geography--Human Geography People, Place &amp; Culture (Wiley)  Human Geography People, Place &amp; 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 &amp; 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 &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>T'es Branche 1, 2, &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Health</b>	Gencoe, Health - Health <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	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) <b>The textbooks listed are from most recent adoption:</b> 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/21/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	E BUILDING: W/O 52830

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	B BUILDING: W/O 52827
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
<b>ELA</b>	74	N/A	43	N/A	50	N/A
<b>Math</b>	38	N/A	19	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
<b>Science</b>	16	N/A	11	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
<b>5</b>	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

PVHS continues to communicate and involve parents and families in school activities despite the virtual nature of this school year. 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 parents attend virtually. 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 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.

We encourage parents to contact Monica Orozco, the principal's secretary at (951) 672-6030, ext 22101 or Luis Robles at [luis.robles@puhsd.org](mailto:luis.robles@puhsd.org) for more information on how to become involved in Paloma Valley. 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 (School Year 2020-2021)**

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/1DRNWFTgLURNNKDsHdtjbBwedZAKzZwW6JkOvmDCDgDs/edit?usp=sharing>

#### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.6	3.3	7.8	6.0	3.5	3.5
Expulsions	0.1	0.1	0.3	0.1	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.63	4.47	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

#### 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	356.6

\*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 2019-2020)

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)	
Other	1.1

\*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)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	29	26	27	65	28	31	28	62	28	34	26	64
Mathematics	29	18	47	51	30	23	30	61	30	22	23	69
Science	32	9	16	60	31	10	18	57	29	19	13	61
Social Science	30	12	22	56	31	10	28	50	30	17	21	54

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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. Given school closures and the transition to virtual learning due to the COVID 19 pandemic the majority of our ongoing PD this year has focused on best practices for this new environment. A PD team of stakeholders meets regularly to align WASC goals to LCAP goals following our WASC accreditation visit and to develop our PD plan for the coming school year. This team has been able to rapidly respond to needs of staff for professional development. The team continues to build PD that is responsive to the needs of our staff and students. During the first semester of 2020 the team has developed and administered a dozen different professional development sessions aimed directly at assisting teachers and instructional staff make the shift to online learning.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,518	\$52,670
Mid-Range Teacher Salary	\$90,337	\$89,660
Highest Teacher Salary	\$112,472	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$140,521	\$142,638
Average Principal Salary (HS)	\$149,496	\$158,074
Superintendent Salary	\$245,495	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	32.0
Administrative Salaries	5.0	5.0

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

### Types of Services Funded

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

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13506	3415	10091	95481
District	N/A	N/A	10453	\$95,428
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.5	0.1
School Site/ State	26.2	5.6

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

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

**State Priority: Pupil Engagement**

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

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

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

Rate for Paloma Valley High School	2016-17	2017-18	2018-19
Dropout Rate	2.6	2.8	2.3
Graduation Rate	94.8	94.8	96.4

Rate for Perris Union High School	2016-17	2017-18	2018-19
Dropout Rate	5	6.6	5.8
Graduation Rate	90.7	90.5	91.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	1245
% of pupils completing a CTE program and earning a high school diploma	96.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	42.45

**2019-20 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	9	N/A
Fine and Performing Arts		N/A
Foreign Language	6	N/A
Mathematics	8	N/A
Science	6	N/A
Social Science	19	N/A
All courses	49	26

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

## **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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.