Paloma Valley High School

31375 Bradley Road • Menifee, CA 92584 • (951) 672-6030 • Grades 9-12
Don Williamson, Principal
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Perris Union High School District
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School Description
Principal's Message
The Perris Union High School District has been a leader in the innovative implementation of technology in the state and the nation. Paloma Valley High School has worked hard to utilize this technology and incorporate it into our Common Core curriculum. Our teachers have used Haiku, Google docs, and Google classrooms with our students on their Chromebooks. Our goal is to improve rigor and increase college and career readiness. In addition to this we anticipate creating new supports for our students and additional paths of study like engineering and automotive repair. Our students deserve the best preparation we can give them when they leave Paloma as graduates.

Parent involvement is an important component to our student success. Parents need to understand A-G, graduation requirements, and the tools available to monitor their students' progress. Our community liaison will be very instrumental in accomplishing this task. A school-parent partnership is the best way to ensure our students realize their full potential.

The staff has worked hard to raise the level of school spirit. After a concerted effort by staff, students, and administration I can say that school spirit has improved tremendously. It is important that students are proud of their school. School spirit builds a community and gives students a sense of belonging. We have seen the creation of a new pep group called "The Maroon Platoon" which has been instrumental in creating a positive atmosphere around school spirit. Students are rewarded for taking part in school activities and wearing school colors. We will continue working to raise school spirit in the classroom, on the campus, and on the field.

These are exciting times at Paloma. We are seeing a great school becoming even greater.

Don Williamson
Principal

Mission Statement
The mission of the Perris Union High School District is to provide a safe educational environment which develops students who are AMBITIOUS towards their future, TRUSTWORTHY to those around them, TOLERANT of all differences, maintains a positive ATTITUDE, are COMMITTED to their studies and services to others, and uses their KNOWLEDGE from high school to benefit them in their post-secondary educational endeavors. This mission statement was revised in the spring of 2012 as a collaborative effort between the student WASC team and the staff WASC Leadership team. The students created a school cheer that incorporates the "ATTACK" components of the mission statement. The cheer is used in pep rallies and back to school night including the first pep rally of the year on the first day of school. ATTACK posters are posted throughout the school to constantly remind students and staff of our purpose.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (951) 672-6030.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	721
Gr. 10	730
Gr. 11	637
Gr. 12	647
Total	2,735

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.5
Asian	2.7
Filipino	3.6
Hispanic or Latino	49.7
Native Hawaiian/Pacific Islander	0.8
White	33.4
Two or More Races	4.6
Socioeconomically Disadvantaged	51.6
English Learners	8.2
Students with Disabilities	8.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Paloma Valley High School	12-13	13-14	14-15
Fully Credentialed	96	99	102
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	2	2
Perris Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	411
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Paloma Valley High School	12-13	13-14	14-15
Teachers of English Learners	2	2	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

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

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

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 17, 2014, 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 2013-14 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 17, 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Language Arts 7-- Literature: Reading & Language 7 (Pearson) Language Arts 8-- Literature: Reading & Language 8 (Pearson) English I--Literature: Reading & Language 9 (Pearson) English II--Literature: Reading & Language 10 (Pearson) English III--Literature: The American Experience (Pearson) English IV--Literature: The British Tradition (Pearson) Expository Reading & Writing--Expository Reading & Writing Course (California State Univ.) ELA Support 9--Reality Central 9 (Pearson) ELA Support 10--Reality Central 10 (Pearson) AP English Comp: Aims of Argument 5th Ed or Aims of Argument 6th Ed (McGraw Hill) AP English Lit--Norton Introduction to Literature (Norton) College Freshman Comp--Writing Matters (McGraw-Hill) Everything's an Argument (Bedford/St. Martins) Reading Intervention/ELD Keystone Level A (Pearson) Keystone Level B (Pearson) Keystone Level D (Pearson) Keystone Level E (Pearson) Keystone Building Bridges (Pearson) Keys to Learning (Pearson) Cinema Studies--Understanding Movies (Pearson)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Pre-Algebra--Pre-Algebra Mathematics Course 2 (Holt) Algebra 1--Algebra 1 (Holt) Geometry--Geometry (Holt) Algebra 2--Algebra 2 (Holt) AP Calculus AB/BC--Calculus (Houghton Mifflin) AP Statistics--The Practice of Statistics (Freeman) Consumer Math--Mathematics w/Business Applications (Glencoe) Tech Math--Mathematics w/Business Applications (Glencoe) Math Analysis—Pre-calculus (Houghton Mifflin) Math Pathways--Algebra Readiness Volumes 1, 2, 3, 4 (Holt) Algebra 1B--Algebra 1 (Holt) Integrated Math I: Algebra 1 (Holt) Geometry Homework & Practice Workbook Geometry Review for Mastery Workbook Integrated Math II: Geometry (Holt) Algebra 2 Homework & Practice Workbook Algebra 2 Review for Mastery Workbook

Textbooks and Instructional Materials	
Year and month in which data were collected: September 17, 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Science 7--Life Science (Holt) Science 8--Physical Science (Holt) 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)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History 7--World History: Medieval to Early Modern Times(Holt) US History 8--United States History: Independence to 1914 (Holt) 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)
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McDougal Littell, En Espanol! 1 (2004) McDougal Littell, En Espanol! 2 (2004) McDougal Littell, En Espanol! 3 (2004) Pearson, Abriendo Paso Lectura (2007 Pearson, Abriendo Paso Gramatica (2007) Prentice Hall, Sendas Literatias 1 (2005) McDougal Littell, Discovering French Nouveau! Bleu 1 (2004) McDougal Littell, Discovering French Nouveau! Blanc 2 (2004) McDougal Littell, Discovering French Nouveau! Rouge 3 (2004) Pearson, Learning American Sign Language (2004) Dawn Sign Press, Signing Naturally Level 1 Units 1-6 (2008) Pearson, Learning American Sign Language (2004) Dawn Sign Press, Signing Naturally Level 1 Units 7-12 (2008) Gallaudet Univ Press, American Sign Language Units 1-9 (1980, 1991) Gallaudet Univ Press, American Sign Language Units 10-18 (1981, 1991) Gallaudet Univ Press, American Sign Language Units 19-27 (1981, 1991) Dawn Sign Press, Signing Naturally Level 2 (1992) Gallaudet Univ Press, American Sign Language Units 1-9 (1980, 1991) Gallaudet Univ Press, American Sign Language Units 10-18 (1981, 1991) Gallaudet Univ Press, American Sign Language Units 19-27 (1981, 1991) Dawn Sign Press, Signing Naturally Level 3 (2001)

Textbooks and Instructional Materials	
Year and month in which data were collected: September 17, 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Gencoe, Health - Health
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	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)

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.

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: 10/23/13				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	59	60	55	45	46	44	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	59	59	57	44	47	48	54	56	55
Math	35	33	29	23	27	24	49	50	50
HSS	65	56	53	42	42	39	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	7
Similar Schools	10	9	8

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.0	22.8	44.6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	55
Male	55
Female	55
Black or African American	47
American Indian or Alaska Native	
Asian	69
Filipino	75
Hispanic or Latino	50
Native Hawaiian/Pacific Islander	
White	61
Two or More Races	47
Socioeconomically Disadvantaged	47
English Learners	22
Students with Disabilities	31
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	22	-5	-18
Black or African American	46		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	-2	-12
Native Hawaiian/Pacific Islander			
White	17	-9	-21
Two or More Races			
Socioeconomically Disadvantaged	27	-4	-18
English Learners	26	-15	-17
Students with Disabilities		-13	50

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
We know that parent involvement is one of the major reasons that Paloma Valley has seen such large academic gains the past five years. Currently, over 70% of our parents have logged into and accessed their child's grades through Infinite Campus, our on-line grade reporting system. As more and more of our students and parents use texting and e-mail from their phones and tablets as a primary form of communication, we are exploring different ways to communicate to our parents and keep them involved. All of our teachers have been trained in the "mass e-mail" component of Infinite Campus. This "mass e-mail" component allows teachers to send one e-mail to all or a targeted group of students at one time. Teachers are using this function as a way to remind parents of upcoming assignments, quizzes, and tests. Some of our teachers have begun experimenting with Edmodo and Remind 101.Com, programs that allow teachers to send mass e-mails and text messages to all or some of their students at the same time. We are finding that the more our parents are notified and involved, the better their students perform. In addition to on-line communication, we continue to actively encourage parents to become involved on our campus in a variety of important advisory committees. This past year, we formed a "Parent WASC Committee" which meets four times a year. The role of the "Parent WASC Committee" is to solicit parent input in areas directly relevant to the school's ongoing "Focus on Learning" report, a living document that is constantly monitored, reviewed and adjusted. In addition, we have an active Parent, Teacher, Student, Association (PTSA). This association is open to all parents and focuses on partnering with our students and staff on community service projects. Some of these projects include: "Relay for Life Breast Cancer Awareness" fundraiser, "Veteran's Day Celebration," and "Princess for an Evening Prom Dress Collection." In efforts to solicit greater input from the parents of our English Learners, we have an active English Learners Advisory Committee (ELAC) which meets four times a year and for specific trainings. The parent group receives training on how to best support their children in public school and serves as an advisory group to the administration. One parent from ELAC also serves on the District English Learner Advisory Committee (DELAC). Finally, parents are voted in and serve on our School Site Council, a group of teachers, classified, parents, students and the principal whose primary role is to oversee the approval and use of categorical funds. School Site Council also presents ideas and viewpoints on controversial topics that surface on campus. Their input is helpful in decision making for students and staff.

We encourage parents to contact Josie Delgadillo, the principal's secretary at (951) 672-6030, ext 22101, 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	• Athletic Events
• Fundraising Activities	• Athletic Support Groups
• Games	• Back to School Night
• Banquets	• Open House
• Committees	• Student Performances
• English Learner Advisory Council	• Eighth Grade Orientation
• GATE Advisory Council	• College Awareness Nights
• Parent Teacher Student Association	• FAFSA Nights
• School Site Council	• Drama Performances
• Band Boosters	• Choir Performances
• School Activities	

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

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

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 2013.

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 Standardize 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. – 2:45 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.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	7.2	6.8	5.3
Expulsions Rate	0.0	0.0	0.3
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.2	9.6	8.1
Expulsions Rate	0.0	0.0	0.5
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

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

2014-15 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		5
Percent of Schools Currently in Program Improvement		100.0

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
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

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	33.6	34	32	5	7	14	14	14	11	63	65	62
Math	34.1	34	32	6	5	8	8	14	18	61	60	54
Science	34.5	36	34	3	2	1	9	2	15	54	63	48
SS	35.2	35	35	1	1	1	6	11	10	54	66	67

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,216	$42,957
Mid-Range Teacher Salary	$69,074	$69,613
Highest Teacher Salary	$86,001	$89,407
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$119,748	$120,526
Average Principal Salary (HS)	$124,086	$129,506
Superintendent Salary	$193,215	$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	6	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7500	758	6741	72551.76
District	♦	♦	6277	$70,137
State	♦	♦	$4,690	$72,276
Percent Difference: School Site/District			7.4	5.5
Percent Difference: School Site/ State			21.7	1.4

Types of Services Funded at Paloma Valley High School

In addition to general fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Economic Impact Aid (EIA/LEP)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Safe Supportive Schools Grant (S3)

Professional Development provided for Teachers at Paloma Valley High School

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. We have introduced a new program called Plasco Trax that we are utilizing to assist with tardies. Teachers needed to be aware how this program works and what they need to do to support it. We are also using it to support school spirit. The system is capable of adding and subtracting points to individual students based upon their behavior.

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), Haiku, 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.

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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	51	25	24	45	38	17
All Students at the School	43	26	31	42	36	22
Male	49	23	28	42	37	21
Female	36	30	34	42	35	23
Black or African American	62	21	18	53	29	18
American Indian or Alaska Native						
Asian						
Filipino	25	33	42	25	21	54
Hispanic or Latino	47	27	26	44	38	18
Native Hawaiian/Pacific Islander						
White	36	27	38	40	37	23
Two or More Races	40	23	37	34	29	37
Socioeconomically Disadvantaged	50	28	23	47	36	17
English Learners	88	7	5	80	17	3
Students with Disabilities	92	4	4	90	8	2
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Paloma Valley High School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	58	61	57
Mathematics	62	59	58
Perris Union High School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	49	54	39
Mathematics	52	56	44
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	87.64	85.54	84.56
Black or African American	84.62	83.00	75.90
American Indian or Alaska Native	100.00	92.31	77.82
Asian	90.48	88.10	92.94
Filipino	95.00	94.59	92.20
Hispanic or Latino	85.47	84.00	80.83
Native Hawaiian/Pacific Islander	75.00	76.92	84.06
White	90.00	90.06	90.15
Two or More Races	85.71	92.31	89.03
Socioeconomically Disadvantaged	91.88	84.99	82.58
English Learners	30.77	47.48	53.68
Students with Disabilities	50.00	49.21	60.31

Dropout Rate and Graduation Rate			
Paloma Valley High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	8.7	9.8	7.6
Graduation Rate	89.63	88.09	90.44
Perris Union High School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	12.6	11.8	11.8
Graduation Rate	83.05	83.87	84.41
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	8	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	8	♦
Science	6	♦
Social Science	19	♦
All courses	43	0.8

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	73.86
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	24.46

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	861
% 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

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. Paloma Valley High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. During the 2013-14 school year Paloma Valley High School offered the following career technical education programs as elective courses:

- Video Production
- Photographic Laboratory and Dark Room
- Health and Science
- Computer Information Technology