GRADES 9-12
31375 Bradley Road   Perris, CA 92584
Phone: (951) 672-6030   Fax: (951) 672-6037
Website: www.puhsd.org/pvhs/site/default.asp

Jonathan L. Greenberg, Ed. D.
Superintendent

Brian Morris
Principal

Principal's Message

This School Accountability Report Card (SARC) is an analysis of programs, resources, and data that reflects the efforts of students and staff for the 2008-09 school year and represents information relative to the Perris Union High School District's support of Paloma Valley High School.

Paloma Valley High School is proud to be one of the largest high schools in California and is striving to become the top academic school in Riverside County. Thanks to the hard work of our students, staff and parents, Paloma Valley continues to show significant academic gains in State test scores. We are very proud of our students and staff and their efforts.

Paloma Valley's teachers place a primary focus on engaging every student during every minute of class. To assist in achieving this goal, teachers work collaboratively analyzing student performance and data to accurately determine student progress throughout the year. As teachers determine the students' mastery of content, they adjust their teaching to focus more accurately on those areas where students need refinement. Common benchmark assessments are given every six weeks in core academic areas, which give teachers great insight into student achievement on a regular basis. The counseling and support staff are nurturing and educate students for success during and after high school.

As a result of the staff and parental efforts, Paloma Valley continues to be a top performing school in all areas including academics, athletics, and the arts. Paloma's parents, students, and staff are tireless in their commitment to student success.

School Safety

Safety of students and staff is a primary concern of Perris Union High School District.

The School Safety Plan is updated and amended annually in the spring. It was last reviewed and updated in March of 2009. An updated copy of the plan is available to the public at the District office. The School Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the School Safety Plan include identifying strategies and programs that will provide and maintain a high level of school safety, assessing current school crime occurring on campus and at school functions, and addressing procedures related to the compliance of existing laws as they affect school safety. Safety procedures are reviewed with school staff at the start of each school year, safety drills and safety training is conducted throughout the year.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"Growing Together Through Education"
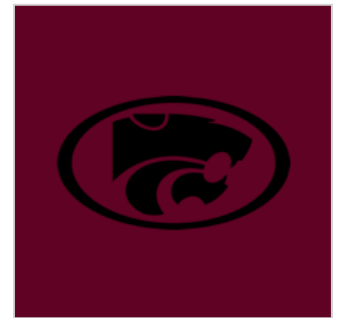
Perris Union High School District

155 East Fourth Street
Perris, CA 92570
Phone: (951) 943-6369
www.puhsd.org

The mission of the Perris Union High School District is to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the district and which will enable them to become productive members of society.
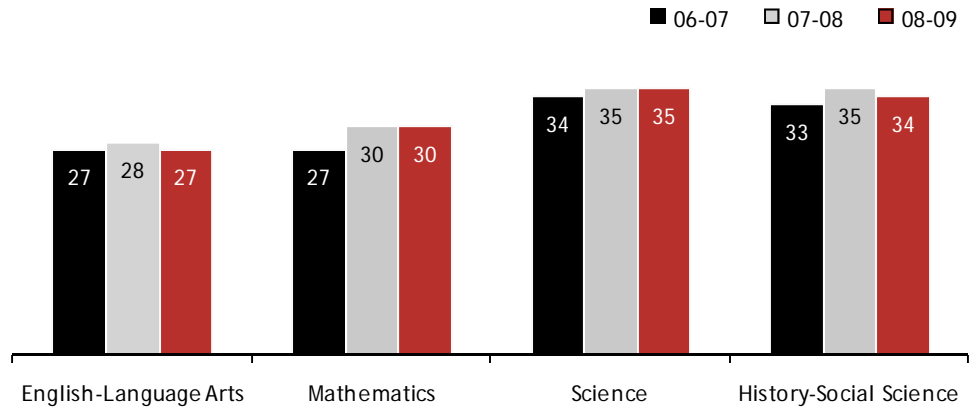
> *"Paloma Valley's teachers place a primary focus on engaging every student during every minute of class. To assist in achieving this goal, teachers work collaboratively analyzing student performance and data to accurately determine student progress throughout the year."*

Class Size

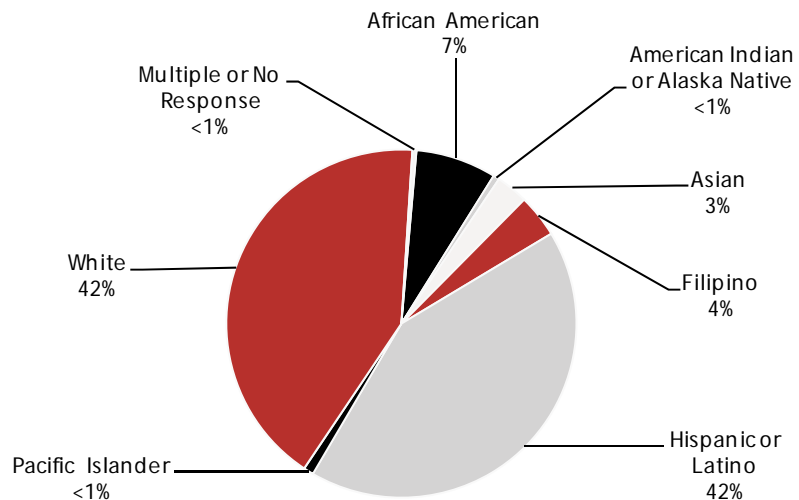The bar graph displays the three-year data for average class size.

■ 06-07   □ 07-08   ■ 08-09

	English-Language Arts	Mathematics	Science	History-Social Science
06-07	27	27	34	33
07-08	28	30	35	35
08-09	27	30	35	34

Class Size Distribution — Number of Classrooms By Size									
	06-07			07-08			08-09		
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	60	36	50	47	27	55	47	27	49
Mathematics	50	22	45	25	22	55	28	15	57
Science	2	13	75	2	6	71	1	8	62
History-Social Science	4	17	82	2	11	82	2	18	71

Enrollment and Demographics

The total enrollment at the school was 2,964 students for the 2008-09 school year.

African American 7%
American Indian or Alaska Native <1%
Asian 3%
Filipino 4%
Hispanic or Latino 42%
Pacific Islander <1%
White 42%
Multiple or No Response <1%

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	**Textbook**	**Adopted**
English-Language Arts	*Pearson Literature Grade 9*	2009
English-Language Arts	*Pearson Literature Grade 10*	2009
English-Language Arts	*The Language of Literature Level 11*	2002
English-Language Arts	*The Language of Literature Level 12*	2002
English-Language Arts	*Language! Levels A-D*	2006
Mathematics	*Holt Algebra 1*	2008
Mathematics	*Holt Algebra 2*	2008
Mathematics	*Holt Geometry*	2008
Science	*Conceptual Physical Science*	2006
Science	*Science Insights: Exploring Living Things*	2006
Science	*Modern Earth Science*	2006
Science	*Biology: The Web of Life*	2006
History-Social Science	*Health, Glencoe*	2005
History-Social Science	*Geography: The World and its People*	1999
History-Social Science	*World History: Modern Times*	2006
History-Social Science	*The Americans: Reconstruction to the 21st Century*	2006
History-Social Science	*U.S. Government: Democracy in Action*	2006
History-Social Science	*Economics: Principles in Action*	2005

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	**Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Note: This data was most recently collected and verified in August 2009.

Textbooks and Instructional Materials

Perris Union High School District holds a Public Hearing annually to ensure that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual Standards-aligned textbooks, instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and have been approved by the Board of Trustees. Perris Union High School 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.

Paloma Valley High School has two libraries located on its campus: the school's library and the county library. Both are stocked with a large amount of books that are available for students to check out. The school's library contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information online to improve their research skills.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

Textbooks and Instructional Materials

Continued from page 3

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Every classroom has at least one computer with Internet access. The school's three computer labs are used for technology class instruction, as well as being available for students to use for homework and class projects. Software available includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. Paloma also has a Macintosh photo lab where students develop and enhance their photos. Finally, Paloma has an extensive Video Production classroom where students edit and produce videos.

In the area of visual and performing arts, students have a classroom set of books. All of the bookwork is done in class. If a student is absent, however, and needs to make up work, that student can take a book home to do the make-up work.

School Facility Good Repair Status

School Facility Conditions and Improvements			
	Repair Status		
Items Inspected	**Good**	**Fair**	**Poor**
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✔		
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✔		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✔		
Electrical: Electrical Systems (interior and exterior)	✔		
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✔		
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✔		
Structural: Structural Condition, Roofs	✔		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✔		

Overall Summary of Facility Conditions			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary		✔		

Note: The most recent school site inspection occurred on October 15, 2009, and the inspection form was most recently completed on October 15, 2009.

School Facilities

Paloma Valley High School provides a safe, clean environment for students, staff, and volunteers. School facilities are situated on 56.5 acres and cover 233,630 square feet. Facilities were built in 1995 and include the media center, theater, gym, outside amphitheater, seven staff rooms, two food service areas, faculty lounge, 97 permanent classrooms, and 26 portable classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The custodial staff is a team of ten whose hours stagger; the team covers the day from 6:00 A.M. to 11:00 P.M. Campus supervisors are on site from 6:30 A.M. to 3:15 P.M. on regular school days. In the event of extracurricular activities and sports, security/administration is always in place and extra security is provided if needed.

Paloma Valley has an outstanding custodial team who constantly clean, maintain, and monitor all aspects of the campus. As a result, our campus continues to remain very attractive and safe for students and the community. We openly welcome suggestions to keeping our campus clean and safe. Each year, the staff, students, and PTSA work together on Saturday campus clean up day which not only cleans the campus, but gives students, staff, and parents pride in their school.

Facility Improvements: Facility projects include a new two-story wing with 20 classrooms, and three new shade structures. The outside of the school was repainted this summer and two buildings received new carpeting. Our athletic stadium received a new speaker system and portions of the front office were repainted and some windows tinted.

Cleaning Process: The District Governing Board has adopted cleaning standards for all schools in the District. A team of four full-time custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis.

School Facilities

Continued from page 4

Maintenance and Repair: The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process immediately alerts District personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Deferred Maintenance Projects: The District's complete Deferred Maintenance Program Plan is available at the District office.

School Facility Improvements: Facility improvements include:

- Lighting upgrade in the gym (in progress).
- Painting of the entire exterior facility and exterior gates.
- Interior painting in the administration building, theater, and U-wing.
- Seal coat and striping of the front student parking lot.
- New carpet in the R and U wings and the theatre.
- New exterior signage throughout the entire site.

Deferred Maintenance Budget: The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted $867,327 for the Deferred Maintenance Program. This represents 1.7% of the District's general fund budget.

Parental Involvement

Paloma Valley has an active parent community with many opportunities for parents to be involved. All of our parent groups are open to all of our parents. Most of our athletic teams have student support groups where parents can volunteer at games and banquets as well as assist students with fundraising. In addition, many of our extracurricular groups have student support groups to assist students. This year, the Perris Union high School District installed Infinite Campus on every campus. Infinite Campus is a "state of the art" student information system which allows parents and students grade, attendance, and personal information via internet. Allowing parents the opportunity to monitor their child's grades on a daily basis has greatly increased the communication and connection between parents and teachers. By working as partners, the school staff and parents are increasing student achievement.

Paloma Valley has an active Parent Teacher Support Association (PTSA). Our PTSA provides ongoing parent education seminars educating the community about topics relevant to the safety and education of our students. Paloma Valley also has an active School Site Council (SSC) which contains a group of parents who are elected by other parents. The SSC is an advisory group who assists with decisions involving the school's Single Plan for Student Achievement (SPSA), categorical funding, and advising administration about important school topics like safety and student achievement. All SSC meetings are open to the public and we encourage all parents to attend and give input regardless if they are a voting member.

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. All of our organizations are open to all students. Paloma's extracurricular activities, clubs, and programs include:

- Anime
- Golf
- Pep
- ASB
- Historical Travel

- Philippine and Asian
- Band
- Hockey
- Photo
- Brass

Parental Involvement

Continued from left

- Interact
- Science Club
- Jazz Band
- BSU
- Speech
- Cheer
- Journalism
- Student Venture
- Chess
- Key Club
- Dance
- Lettermen's
- World Languages
- Drama
- Mock Trial
- World Travelers
- French
- NJROTC
- Yearbook
- Gifted and Talented Education (GATE)/Advanced Placement (AP) Club
- Peer Leadership
- National Honor Society
- Safe School Ambassadors
- California Scholarship Federation

Paloma Valley High School's inter-scholastic athletic programs promote individual and team-oriented achievement and self-esteem through school sponsored teams that compete with other high schools in the area. Athletic programs include: baseball, basketball (boys and girls), cross country (boys and girls), football, golf (boys and girls), soccer (boys and girls), softball, track (boys and girls), volleyball (boys and girls) and wrestling.

Paloma Valley High School is committed to providing quality educational programs and meaningful opportunities for your child. Parents who wish to participate in Paloma Valley High School's leadership teams, school committees, school activities, or become volunteers may contact Brian Morris, Principal, at (951) 672-6030, ext. 1002.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at http://nces.ed.gov/nationsreportcard/.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
Average Scale Score	Grade 4	Grade 8	Grade 4	Grade 8
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
State Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Paloma Valley HS			Perris UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	49%	48%	49%	33%	34%	36%	43%	46%	50%
Mathematics	18%	25%	30%	14%	17%	19%	40%	43%	46%
Science	43%	46%	47%	27%	31%	32%	38%	46%	50%
History-Social Science	32%	43%	47%	21%	25%	29%	33%	36%	41%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2009 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
Male	45%	33%	51%	52%
Female	52%	27%	43%	41%
Economically Disadvantaged	34%	28%	34%	34%
English Learners	6%	14%	7%	9%
Students with Disabilities	17%	19%	22%	14%
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	41%	21%	36%	39%
American Indian or Alaska Native	44%	40%	❖	❖
Asian	62%	45%	41%	58%
Filipino	72%	51%	65%	62%
Hispanic or Latino	41%	26%	39%	41%
Pacific Islander	35%	19%	❖	17%
White	55%	33%	58%	53%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 9	
Four of Six Standards	34.2%
Five of Six Standards	31.0%
Six of Six Standards	1.9%

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Paloma Valley HS		**Perris UHSD**	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	Yes		No	

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Paloma Valley HS	**Perris UHSD**
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2006-07
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		4
Percent of Schools Identified for Program Improvement		50.0%

✧   Not applicable.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.
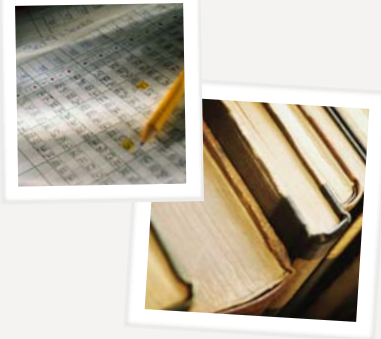
Academic Performance Index Ranks

API Ranks — Three Year Comparison			
	2006	2007	2008
Statewide API Rank	7	7	7
Similar Schools API Rank	8	7	6

Academic Performance Index Growth

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	4	21	6	767
African American	-12	-16	35	741
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	18	22	4	733
Pacific Islander	■	■	■	■
White	1	29	2	793
Socioeconomically Disadvantaged	-23	23	3	702
English Learners	50	53	21	694
Students with Disabilities	-6	■	■	509

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

Courses Required for UC/CSU Admission

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

Professional Development

All training and curriculum development revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. The writing and implementation of curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the State Standards, District goals, and the statewide assessment program.

Perris Union High School District has subject area curriculum councils consisting of department chairpersons that meet regularly to evaluate and monitor each school's curriculum. The District's Educational Planning Committee reviews assessment results, ensures curriculum and instruction are aligned with State standards, and approves any changes to curriculum prior to the presentation to the Board for final approval.

While the District continues to view literacy as a priority, the District is also focused on its students who score below Proficient on the California Standards Math Test. Students not scoring Proficient must enroll in Math Intervention classes in lieu of an elective course. This class is in addition to the student's regular math class, providing a "double dose" of daily math instruction.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with District colleagues.

The District offers four staff development days annually (which does not include summer and non-contract professional development days) where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The District participates in the Beginning Teacher Support and Assessment (BTSA) program. BTSA is a State-funded, Standards-based program that provides support for first- and second-year teachers, allows for a smooth transition into the teaching profession, increases retention of beginning teachers, and improves student learning opportunities. New teachers participate in a five-day intense training "boot camp" where they cover topics such as technology, classroom management, and lesson planning with a mentor teacher.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Paloma Valley HS			Perris UHSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	97.2%	94.4%	91.0%	87.6%	80.1%	77.8%	83.4%	80.6%	80.2%
1-year Dropout Rate	0.5%	1.8%	2.3%	2.5%	4.8%	4.1%	3.5%	4.4%	3.9%

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit http://dq.cde.ca.gov/dataquest/.

University of California and California State University Admission	
	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	69.4%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	27.3%

Career Technical Education Programs

The vision and mission of Career Technical Education (CTE) programs for the Perris Union High School District is to help empower students for effective participation in a global economy as world-class workers and citizens. Whether students plan to further their education in community colleges, technical schools or four-year colleges and universities, receive on-the-job training or pursue careers in the military, secondary CTE can be the first step in a pathway toward productive employment and citizenship.

The CTE programs are designed to contribute to the broad educational achievement of students including basic skills such as reading, writing, and mathematics as well as delivering an education that makes a difference in the lives of students; to work independently and as part of a team; think creatively and solve problems; and utilize technology.

Career and college pathways that are available to students include: Agricultural Industry; Health and Science; Building Trades and Construction; Art, Media and Entertainment; Industrial Technology; Fashion and Interior Design; and Computer Information Technology. Currently, students have access to local Career Technical Education (formerly ROP) located on all three comprehensive high school campuses and are able to take advantage of other CTE programs available throughout the community.

Listed below are the District's career technical advisory committee and the industries represented:

- Audrey Cilurzo—Perris Fair Grounds, Board Member
- Vic Solorazano—Brookhurst Mill
- Al Fernandes—Community Member
- Chastity Vermeer—Dairy Industry
- Pete DeBus—Dietary Supplements
- JR and Carla Williamson—Retail Industry

- Linda Kirschner—Cattle Industry
- Benny Heredia—Technology Teacher
- Chris Maddalena—Agricultural Teacher
- Shawn Goffman—Industrial Arts Teacher
- Velma Burroughs—Science Teacher
- Yvonne Seaborn—Child Development Teacher

"Paloma Valley High School is proud to be one of the largest high schools in California and is striving to become the top academic school in Riverside County."

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	08-09
Number of Pupils Participating in CTE	126
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	15.0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Paloma Valley HS			Perris UHSD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.166	0.063	0.072	0.289	0.212	0.240
Expulsion Rate	0.012	0.003	0.001	0.023	0.005	0.004

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Types of Services Funded

Perris Union High School District provides the following programs and supplemental services that support and assist students:

- Title I
- Economic Impact Aid
- Special Education
- Instructional Materials
- Math and Science
- Gifted and Talented Pupils
- Charter Schools Block Grant
- Class Size Reduction (Grade 9)
- Vocational/Applied Technology
- Education Technology Assistance Grant
- Reading & Math Intensive Instruction
- Peer Assistance and Review
- Educational Technology
- Tenth Grade Counseling
- School Based Coordination
- Home-to-School Transportation
- Drug/Alcohol/Tobacco Education

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	06-07	07-08	08-09	06-07	07-08	08-09
Paloma Valley HS	54.9%	53.6%	57.8%	51.0%	50.9%	56.8%
Perris UHSD	41.6%	43.4%	46.5%	39.9%	40.5%	46.0%
California	48.6%	52.9%	52.0%	49.9%	51.3%	53.3%

CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving At Each Performance Level			
	English-Language Arts		
Group	Not Proficient	Proficient	Advanced
All Students	42.4%	30.8%	26.8%
Male	45.1%	30.9%	24.0%
Female	39.1%	30.7%	30.3%
Socioeconomically Disadvantaged	57.0%	24.3%	18.7%
English Learners	68.5%	20.5%	11.0%
Students with Disabilities	88.0%	12.0%	0.0%
Students Receiving Migrant Education Services	❖	❖	❖
African American	50.0%	30.8%	14.3%
American Indian or Alaska Native	❖	❖	❖
Asian	45.5%	27.3%	27.3%
Filipino	20.0%	45.0%	35.0%
Hispanic or Latino	52.2%	26.6%	21.2%
Pacific Islander	❖	❖	❖
White	32.0%	33.6%	34.4%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving At Each Performance Level			
	Mathematics		
Group	Not Proficient	Proficient	Advanced
All Students	43.2%	45.3%	11.5%
Male	36.7%	49.3%	14.1%
Female	51.3%	40.4%	8.4%
Socioeconomically Disadvantaged	50.5%	42.9%	6.7%
English Learners	61.1%	34.1%	4.8%
Students with Disabilities	84.0%	12.0%	4.0%
Students Receiving Migrant Education Services	❖	❖	❖
African American	53.7%	43.9%	2.4%
American Indian or Alaska Native	❖	❖	❖
Asian	19.0%	61.9%	19.0%
Filipino	15.0%	70.0%	15.0%
Hispanic or Latino	52.9%	39.8%	7.3%
Pacific Islander	❖	❖	❖
White	35.6%	47.4%	17.0%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

Completion of High School Graduation Requirements		
	Graduating Class of 2009	
Group	Paloma Valley HS	Perris UHSD
All Students	92.4%	83.3%
Socioeconomically Disadvantaged	89.1%	79.4%
English Learners	55.0%	37.1%
Students with Disabilities	35.5%	26.8%
African American	84.1%	74.7%
American Indian or Alaska Native	100.0%	100.0%
Asian	94.7%	95.7%
Filipino	94.6%	91.1%
Hispanic or Latino	93.2%	81.4%
Pacific Islander	100.0%	100.0%
White	93.0%	89.5%

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2008-09 school year, 3.9% of the school's students were enrolled in a total of ten AP courses offered.

Advanced Placement Courses	
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	4

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2008-09 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	5.0
Ratio of Students Per Academic Counselor	510:1

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	2.0▲
Speech/Language/ Hearing Specialist	1.0▲
Resource Specialist (non-teaching)	6.0
Other	0.0

▲ District

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	Perris UHSD	Paloma Valley HS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	378	125	117	109
Without Full Credential	24	7	5	4
Teaching Outside Subject Area of Competence		1	5	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Paloma Valley HS		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	3	3
Total Teacher Misassignments	0	6	4
Vacant Teacher Positions	2	2	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Paloma Valley HS	88.8%	11.2%
All Schools in District	93.8%	6.2%
High-Poverty Schools in District	◈	◈
Low-Poverty Schools in District	93.8%	6.2%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◈ Information not available.

District Financial Data

District Salary Data		
Category	Perris UHSD	Similar Sized District
Beginning Teacher Salary	$44,423	$42,810
Mid-Range Teacher Salary	$71,003	$69,375
Highest Teacher Salary	$88,403	$89,104
Average Principal Salary (Middle School)	$123,105	$120,314
Average Principal Salary (High School)	$124,294	$126,901
Superintendent Salary	$198,607	$198,563
Teacher Salaries — Percent of Budget	37.8%	37.3%
Administrative Salaries — Percent of Budget	5.9%	5.2%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Paloma Valley HS
Total Expenditures Per Pupil	$5,776
Expenditures Per Pupil From Restricted Sources	$618
Expenditures Per Pupil From Unrestricted Sources	$5,158
Average Teacher Salary	$71,095

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Paloma Valley HS	$5,158	$71,095
Perris UHSD	$5,535	$67,839
California	$5,512	$68,332
School and District — Percent Difference	-7.3%	+4.6%
School and California — Percent Difference	-6.9%	+3.9%

"Paloma's parents, students, and staff are tireless in their commitment to student success."

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

PALOMA VALLEY HIGH SCHOOL

GRADES 9-12
31375 Bradley Road   Perris, CA 92584
Phone: (951) 672-6030   Fax: (951) 672-6037
Website: www.puhsd.org/pvhs/site/default.asp