Paloma Valley High School

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2014-15 School Accountability Report Card
Published During the 2015-16 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. We have incorporated a school Facebook page to assist with parent-community-school communication.

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

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	804
Grade 10	725
Grade 11	718
Grade 12	597
Total Enrollment	2,844

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	3.8
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	0.7
White	32.1
Two or More Races	4.5
Socioeconomically Disadvantaged	54.5
English Learners	7
Students with Disabilities	8.3
Foster Youth	0.6

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	**13-14**	**14-15**	**15-16**
With Full Credential	99	102	107
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	2	2	0
Perris Union High School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	419
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Paloma Valley High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	2	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	99.9	0.1
Low-Poverty Schools	0.0	0.0

* 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 2015-16)
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	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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

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

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**
Visual and Performing Arts	Glencoe, The Stage and the Schol, 9th Ed. (2005) Random House, A Practical Handbook for the Actor (1986) Penguin, The Stanislavski System (1984) Barron's, The Complete Potter (2003) **The textbooks listed are from most recent adoption:** Yes

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.

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: 11/19/2015				
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 State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.60	18.70	43.10

* 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.

2014-15 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	41
All Student at the School	52
Male	55
Female	51
Black or African American	47
American Indian or Alaska Native	--
Asian	68
Filipino	65
Hispanic or Latino	47
Native Hawaiian or Pacific	--
White	62
Two or More Races	60
Socioeconomically Disadvantaged	22
English Learners	11
Students with Disabilities	45
Foster Youth	--

* 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.

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	68	42	44
Math	28	19	33

* 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.

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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	59	54	52	46	44	41	59	60	56

* Results are for 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**11**	692	659	95.2	11	20	38	29
Male	**11**		343	49.6	16	23	36	25
Female	**11**		316	45.7	6	18	41	34
Black or African American	**11**		31	4.5	3	29	45	23
American Indian or Alaska Native	**11**		3	0.4	--	--	--	--
Asian	**11**		13	1.9	15	8	38	38
Filipino	**11**		25	3.6	0	8	48	40
Hispanic or Latino	**11**		332	48.0	14	23	39	23
Native Hawaiian or Pacific Islander	**11**		2	0.3	--	--	--	--
White	**11**		220	31.8	9	18	37	35
Two or More Races	**11**		33	4.8	15	15	21	48

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		354	51.2	13	25	38	23
English Learners	11		41	5.9	34	41	24	0
Students with Disabilities	11		44	6.4	59	25	9	5
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	692	649	93.8	41	31	21	6
Male	11		338	48.8	45	27	19	8
Female	11		311	44.9	37	35	24	5
Black or African American	11		32	4.6	38	31	19	3
American Indian or Alaska Native	11		3	0.4	--	--	--	--
Asian	11		13	1.9	23	31	31	15
Filipino	11		24	3.5	21	25	46	8
Hispanic or Latino	11		325	47.0	49	29	18	4
Native Hawaiian or Pacific Islander	11		2	0.3	--	--	--	--
White	11		218	31.5	35	34	22	9
Two or More Races	11		32	4.6	28	31	31	9
Socioeconomically Disadvantaged	11		350	50.6	49	29	15	5
English Learners	11		41	5.9	73	24	2	0
Students with Disabilities	11		44	6.4	84	14	0	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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
Fundraising Activities
Games
Banquets

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

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 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	2012-13	2013-14	2014-15
Suspensions Rate	6.85	5.27	6.08
Expulsions Rate	0.00	0.30	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	9.55	8.12	7.38
Expulsions Rate	0.00	0.47	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	34	32	31	7	14	12	14	11	20	65	62	61
Math	34	32	31	5	8	7	14	18	30	60	54	51
Science	36	34	34	2	1	1	2	15	12	63	48	49
SS	35	35	34	1	1	1	11	10	13	66	67	65

* 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	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.

Professional Development provided for Teachers

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

1. 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.

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

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

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,200	$44,363
Mid-Range Teacher Salary	$73,843	$71,768
Highest Teacher Salary	$91,939	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	$123,104	$121,276
Average Principal Salary (HS)	$129,265	$133,673
Superintendent Salary	$206,551	$210,998
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	9181	2322	6859	77783
District	♦	♦	7433	$74,802
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			-7.7	4.0
Percent Difference: School Site/ State			28.3	3.8

* Cells with ♦ do not require data.

Types of Services Funded

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)

2014-15 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	48	26	25	52	36	13
All Students at the School	38	27	35	44	40	16
Male	45	27	28	42	41	17
Female	30	28	42	46	39	15
Black or African American	40	30	30	48	43	10
Asian	21	36	43	29	36	36
Filipino	40	20	40	35	40	25
Hispanic or Latino	40	30	30	47	39	14
White	34	26	40	40	41	19
Two or More Races	38	18	44	41	47	12
Socioeconomically Disadvantaged	46	27	27	51	36	13
English Learners	80	20		90	10	
Students with Disabilities	92	3	5	95		5

* 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	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	61	57	62
Mathematics	59	58	56
Perris Union High School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	54	39	42
Mathematics	56	44	40
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Paloma Valley High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	9.80	7.60	6.20
Graduation Rate	88.09	90.44	91.60
Perris Union High School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	11.80	11.80	12.40
Graduation Rate	83.87	84.41	82.68
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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%

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	89.18	83.27	84.6
Black or African American	84.38	81.88	76
American Indian or Alaska Native	33.33	66.67	78.07
Asian	95.83	92.86	92.62
Filipino	97.3	93.88	96.49
Hispanic or Latino	88.24	81.33	81.28
Native Hawaiian/Pacific Islander	87.5	83.33	83.58
White	91.04	89.56	89.93
Two or More Races	80	78.33	82.8
Socioeconomically Disadvantaged	57.89	50.45	61.28
English Learners	68.63	56.52	50.76
Students with Disabilities	85.8	80.81	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.98
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	33.97

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	9	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	7	♦
Science	9	♦
Social Science	18	♦
All courses	45	.6

* Where there are student course enrollments.

Career Technical Education Programs
Workforce Preparation

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

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

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.