

Paloma Valley High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

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.

2022-23 School Contact Information

School Name	Paloma Valley High School
Street	31375 Bradley Road
City, State, Zip	Menifee, CA 92584
Phone Number	(951) 672-6030
Principal	Jennifer Thomasian
Email Address	jennifer.thomasian@puhsd.org
School Website	https://www.pvhs.puhsd.org
County-District-School (CDS) Code	33-67207-3330727

2022-23 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.org

2022-23 School Overview

Principal's Message

The efforts of our staff and students to improve instruction despite the pandemic have not gone unnoticed. PVHS is the only school in PUHSD to make gains in the past three years in both the math and English sections of the California Assessment of Student Performance and Progress (CAASPP). In fact, in 2019 (the last year for which there is data) PVHS was the only comprehensive high school in Riverside County to achieve "Green" and "Blue" status on all indicators on the California Dashboard. For this outstanding work by students and staff PVHS was named a 2021 California Distinguished School.

As a community we recognize that the world is a complicated place for teens today to process and we have added supports for student needs not just in academics but also in overall emotional and social needs. Wildcats have access to programs such as AVID, PLUS, Link Crew, Black Student Union, GSA, College and Career Foundations, and Mental Health Alliance. The staff continues to work together to find ways to help our students become the leaders of the future and officially opened our new Wellness Center in December 2021 to support students with social emotional needs.

These concepts are embodied by our Mission and Vision Statements that ask each Wildcat to R.O.A.R. with pride!

Vision Statement:

The vision of Paloma Valley High School is to work with the students, staff, parents, and community members to meet the diverse needs of all students by preparing them to be responsible citizens and meet their post-secondary education or career goals.

Mission Statement:

The mission of Paloma Valley High School is to provide a safe educational environment which develops students to be RESPECTFUL of all individuals and property, OPTIMISTIC about their current and future endeavors, AMBITIOUS about their academic and extracurricular passions and goals, and RESPONSIBLE for their actions, decisions and accomplishments... ROAR.

Dr. Jennifer Thomasian
Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	611
Grade 10	754
Grade 11	849
Grade 12	705
Total Enrollment	2,919

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.3
Asian	2.5
Black or African American	5.9
Filipino	4.5
Hispanic or Latino	52.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.2
White	26.6
English Learners	6.0
Foster Youth	0.9
Homeless	0.7
Migrant	0.0
Socioeconomically Disadvantaged	45.8
Students with Disabilities	13.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	96.80	75.62	345.00	78.61	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	0.67	0.80	0.20	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	3.48	9.10	2.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	0.59	13.70	3.14	12115.80	4.41
Unknown	25.10	19.64	70.00	15.97	18854.30	6.86
Total Teaching Positions	128.00	100.00	438.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	
Misassignments	4.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.40	

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Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.70	
Total Out-of-Field Teachers	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.60	

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Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 21, 2022, 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 2021-22 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.

Year and month in which the data were collected

September 21, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Academic English Elective 7th-Eng 3D - English 3D-Course B-Volume 1 (Houghton Mifflin Harcourt) Academic English Elective 7th-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Basic English 10 - Literature: Reading & Language 10 (Pearson) Basic English 11 - The American Experience (Pearson) Basic English 12 - The British Tradition (Pearson) Basic English 9 - Literature: Reading & Language 9 (Pearson) AP Seminar - No primary Text listed only supplemental resources Academic English Electives 8th - Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Academic English Elective I - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)	Yes	0%

Academic English Elective II - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)

Academic English Elective III - The Distance Between Us: A Memoir (Washington Square Press)

Academic English Elective IV - Never Fall Down, First they Killed My Famther: A Daughter of Cambodia, Remembers, Stay Alive My Son (Balzer & Bray, Harper Perennial, Touchstone, Reprint Edition)

Academic English I - ELD Companion Skills Practice Workbook Grade 9 (Savvas Learning Company LLC)

Academic English I - Edge Fundamental (National Geographic/Cengage Learning)

Academic English I - Edge Level A (National Geographic/Cengage Learning)

Adv English I - Literature: Reading & Language 9 (Pearson)

Adv English II - Literature: Reading & Language 10 (Pearson)

Adv Journalism - High School Journalism (Rosen Publishing Group)

AP English Language and Composition - Language of Composition 2nd Ed (Bedford)

AP English Literature and Composition Adopted from: The College Board Advanced Placement Program - Introduction to Literature (Norton)

College Freshman Comp - Praxis: a brief rhetoric (Fountainhead)

Critical Thinking and Writing - World of Ideas (Bedford/St. Martin)

CSU Expos Reading & Writ - Consumable

English I - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 9 (Pearson My Perspective)

English II - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 10 (Pearson)

English III - The Crucible: A Play in Four Acts (Penguin)

English IV - Literature: The British Tradition (Pearson)

English LA - 5 - Pearson Reading Street (Pearson)

English LA - 6 - California Collections (Houghton Mifflin)

Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985)

	<p>Lang Arts 7 - California Collections (Houghton Mifflin Harcourt)</p> <p>Lang. Arts 8 - California Collections (Houghton Mifflin Harcourt)</p> <p>Reading Intervention-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)</p>		
Mathematics	<p>Advanced Algebra with Financial Application Essentials - Financial Algebra: Advanced Algebra with Financial Applications/South-Western (Cengage Learning)</p> <p>Algebra 1 Support - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1A - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1a Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1B - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra II/Trigonometry - Algebra 2 California Common Core (Pearson)</p> <p>AP Calculus AB Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Calculus BC Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Statistics - The Practice of Statistics 5th (Freeman)</p> <p>Basic Math 2-Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>College Algebra - College Algebra (9th/e) (Pearson)</p> <p>Consumer Math - Mathematics of Money with Algebra (Glencoe/McGraw Hill)</p> <p>Geometry - Geometry California Common Core (Pearson)</p> <p>Geometry Essentials - Geometry California Common Core (Pearson)</p> <p>Math-5 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-6 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-7 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p>	Yes	0%

	<p>Math-8 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math Analysis - Precalculus (Houghton Mifflin)</p> <p>Math Analysis Honors - PRECALCULUS: with Limits Third Edition</p> <p>Mathematical Thinking - Algebra 1 (Pearson/Savvas)</p> <p>MSJC Elementary Algebra DE - Introductory Algebra (Hawkes Learning)</p> <p>MSJC Intermediate Algebra DR - Intermediate Algebra (Pearson)</p> <p>Pre Alg Strategies-CMI Edmentum (Online)</p> <p>Pre Calculus DE - Precalculus, 7th (Cengage)</p> <p>Statistics - Statistics Through Application (W.H. Freeman & Co.)</p> <p>Technology Math - Elementary Technical Mathematics 10th (Brooks Cole Publishing)</p> <p>Trigonometry - PreCalculus (Houghton Mifflin)</p>		
Science	<p>Advanced Biology - Biology (McDougal Littell)</p> <p>Anatomy and Physiology - Human Anatomy and Physiology (Pearson)</p> <p>Anatomy and Physiology in Veterinary Science - Introduction to Veterinary Science (Delmar Learning)</p> <p>AP Biology Adopted from: The College Board Advanced Placement Program - Biology (10th AP Ed) (Pearson)</p> <p>AP Chemistry Adopted from: The College Board Advanced Placement Program - Chemistry (9th AP Ed) Cengage Learning</p> <p>AP Environmental Science Adopted from: The College Board Advanced Placement Program - Environmental Science: a Global Concern (McGraw Hill)</p> <p>AP Physics Part 1 - Physics for Scientists & Engineers w/Modern Physics (Pearson)</p> <p>AP Physics Part 2 - Physics for Scientists & Engineers w/Modern Physics (Pearson)</p> <p>Basic Earth Science - Earth Science (Holt)</p> <p>Basic Life Science - Biology (McDougal Littell)</p> <p>Basic Physical Science - Physical Science (Prentice Hall)</p>	Yes	0%

	<p>Biology - Biology (MCDOUGAL LITTEL)</p> <p>Biosustainability - Online Resources Only</p> <p>Chemistry - World of Chemistry (McDougal Littell)</p> <p>Earth Science - Modern Earth Science (Holt Reinheart)</p> <p>Environ. Science - Environmental Science or Environmental Science with Online Resources (Holt)</p> <p>Forensic Science - The Introduction to Forensic Science and Criminalists (McGraw Hill)</p> <p>Geography-Climate and Weather DE - Meteorology Today: An Introduction to Weather and the Environment (Brooks Cole)</p> <p>Health - Glencoe Health</p> <p>Human Body Systems - CK12 Biology (CK12)</p> <p>Life Science - Life Science (Glencoe)</p> <p>Marine Biology - Marine Biology (McGraw Hill)</p> <p>Medical Interventions - None</p> <p>MSJC Basic Elec. & Modern Physics - College Physics (Cengage)</p> <p>MSJC Basic Physics: Energy in Motion - College Physics (Cengage)</p> <p>Physical Science - Physical Science (Prentice Hall)</p> <p>Physics - Holt Physics (Houghton Mifflin Harcourt)</p> <p>Physics Honors - Holt Physics (Houghton Mifflin Harcourt)</p> <p>PLTW Biomedical Innovation</p> <p>PLTW Civil Engin. & Archit</p> <p>PLTW Prin. of Biomedical</p> <p>Science-5 - California Science 5 (Houghton Mifflin)</p> <p>Science-6 - Earth Science (Holt)</p> <p>Science-7 - Life Science (Holt)</p> <p>Science-8 - Physical Science (Holt)</p>		
History-Social Science	<p>American Government/Civics - Magruder's American Government (Pearson/Savvas)</p> <p>AP Economics - Economics 20th Ed (McGraw Hill)</p>	Yes	0%

AP European History Adopted from: The College Board
Advanced Placement Program - Western Heritage Since
1300 11th Ed. (Pearson)

AP Government - Government in America 16th Ed. (Pearson)

AP Human Geography - Human Geography for the AP
Course (Bedford, Freeman & Worth)

AP Psychology - Myers' Psychology for AP (Worth
Publishers)

AP US Hist/Geo - American Pageant 16th Ed (Cengage)

AP World History - Earth and its Peoples 6th Ed. (Cengage)

Basic Am Govt

Basic Economics - Economics (Pearson)

Basic US History - The Americans (McDougal Littell)

Basic World History - World History Modern Times (Glencoe)

CA Civil Procedures - Dual Enrollment MSJC - Fundamentals
of California Litigation for Paralegals (Wolters Klawer)

Criminal Law-Admin Just 101 DE - California Criminal Law
Concepts 13th Ed (Pearson)

Criminology - Criminal Justice (Scholastic Book Service)

Cultural Geography DE - Encounter Human Geography:
Interactive Explorations (Prentice Hall)

Economics - Economics Principles in Action
(Pearson/Savvas)

Foundations of the Legal Sys DE - Introduction to Paralegal
Studies 4th Ed (Aspen)

Geography of California-Dual Enrollment MSJC -
Rediscovering the Golden State of California (Wiley)

Geography of California DE - Rediscovering the Golden State
of California (Wiley)

Government - Magruder's American Government
(Pearson/Savvas)

History West - None

Immigration Law DE - U.S.Immigrations Made Easy (Nolo)

Intro To Psych - Introduction to Psychology (ITP)

Law Office Management DE - Law Office Management for
Paralegals, 2nd Ed (Aspen)

Political Science 101 - Living Democracy (Pearson)

Political Science DE - Living Democracy (Pearson)

	<p>Research and Writing for Legal Assistants - Dual Enrollment MSJC - Legal Research and Writing Handbook: A Basic Approach for Paralegals (Aspen)</p> <p>Social Studies-5 - United States History: Early Years (Houghton Mifflin)</p> <p>Social Studies-6 - World History: Ancient Civilizations (Holt)</p> <p>Sociology - Sociology-The Study of Human Relationships 5th Ed (Holt, Rinhart & Winston)</p> <p>U S History - US History Interactive: Reconstruction to the Present (Pearson/Savvas)</p> <p>US His 8 - United States History: Independence to 1914 (Holt)</p> <p>US History - to 1877 DE None</p> <p>US History 1877 to Present DE - The American People: Creating a Nation and a Society: vol. II (Longman)</p> <p>World Geography - Geography Alive!: Regions & People</p> <p>World His 7 - Medieval to Early Modern Times (Holt)</p> <p>World History - World History Interactive: The Modern Era (Pearson/Savvas)</p> <p>Youth and Law - Street Law 5th (West Publishing)</p>		
Foreign Language	<p>American Sign Language I - Learning American Sign Language (Prentice Hall Inc.)</p> <p>American Sign Language II - Learning American Sign Language For Hearing People Only (Not Provided)</p> <p>American Sign Language III Honors - Signing Naturally (Dawn Sign Press)</p> <p>American Sign Language IV Honors - Signing Naturally Levels 2 and 3 (Dawn Sign Press)</p> <p>AP Spanish IV - Tema (Vista Higher Learning)</p> <p>AP Spanish V Lit - Abriendo puertas: Tomo I (McDougal Littell)</p> <p>Chinese I (Mandarin) - Huanying Volume 1 (Cheng & Tsui Company)</p> <p>Chinese II - Integrated Chinese Level 1 Part 1 & 2 (Cheng & Tsui Company)</p> <p>French I - T'ES BRANCHE 2E 1 TEXT SE (T'es Branche)</p> <p>French II - T'ES BRANCHE 2E 2 TEXT SE (T'es Branche)</p>	Yes	0%

	<p>French III Honors - T'ES BRANCHE 2E 3 TEXT SE (T'es Branche)</p> <p>German I - Auf Deutsch! 1 (McDougal Littel)</p> <p>German II - Auf Deutsch! 1 (McDougal Littel)</p> <p>German II - Auf Deutsch! 2 (McDougal Littel)</p> <p>German III Honors - Auf Deutsch! 3 (McDougal Littel)</p> <p>Intro to Spanish - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish I A - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish I B - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish III Hon - Descubre Level 3 (Vista Higher Learning)</p> <p>Spanish Language Essentials - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish SS I - Imagina 3e</p> <p>Spanish SS II - Revista 4e</p>		
Health	Health - Glencoe Health	Yes	0%
Visual and Performing Arts	<p>Adv Dance: Theory & Pract - Anatomy of Movement (Churchill Liningston)</p> <p>AP Art History - Art History (Pearson)</p> <p>Art - Humor in Art (Davis Publishing)</p> <p>Ceramics I - Experience Clay (Davis Publishing)</p> <p>Ceramics II - Experience Clay (Davis Publishing)</p> <p>Cinema Studies - Understanding Movies 11th Ed(Prentice Hall)</p> <p>Dance Choreog & Production H - Dance Masters (Routledge)</p> <p>Drama I - Creative Communication 5th Edition (None Provided)</p> <p>Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House)</p> <p>Floral Design - The Principles of Floral Design (Goodheart)</p> <p>General Music - Music and You (MacMillan)</p> <p>Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press)</p>	Yes	
Science Laboratory Equipment			

School Facility Conditions and Planned Improvements

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.

Facilities and capital improvement projects include a new aquatics facility. This new addition to the campus includes a 33 meter pool along with a pool building. The new pool building contains boys and girls locker rooms, a pool equipment room, and coaches office space. In addition to the aquatics facility the campus had the outdoor basketball courts area completely removed and replaced with a new concrete surface. Additional improvements on the campus include the relocation of the 7 G portable buildings on the campus. These were moved to a location which offers ease of access.

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.

Year and month of the most recent FIT report

11/9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			J BUILDING: J Building restroom is clogged. WO # 61734
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	12	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	801	755	94.26	5.74	58.94
Female	396	368	92.93	7.07	63.59
Male	405	387	95.56	4.44	54.52
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45	4.55	76.19
Black or African American	40	37	92.50	7.50	54.05
Filipino	55	51	92.73	7.27	80.39
Hispanic or Latino	412	392	95.15	4.85	54.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	49	92.45	7.55	71.43
White	211	198	93.84	6.16	59.60
English Learners	44	42	95.45	4.55	16.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	15	15	100.00	0.00	66.67
Socioeconomically Disadvantaged	351	328	93.45	6.55	51.22
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	99	83	83.84	16.16	18.07

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	801	756	94.38	5.62	21.99
Female	396	368	92.93	7.07	18.80
Male	405	388	95.80	4.20	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	22	21	95.45	4.55	47.62
Black or African American	40	37	92.50	7.50	16.22
Filipino	55	51	92.73	7.27	41.18
Hispanic or Latino	412	393	95.39	4.61	16.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	48	90.57	9.43	25.00
White	211	199	94.31	5.69	25.13
English Learners	44	43	97.73	2.27	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	351	329	93.73	6.27	19.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	99	83	83.84	16.16	4.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	29.2	NT	18.13	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1420	1211	85.28	14.72	29.2
Female	702	593	84.47	15.53	27.58
Male	718	618	86.07	13.93	30.74
American Indian or Alaska Native	--	--	--	--	--
Asian	44	37	84.09	15.91	58.33
Black or African American	80	67	83.75	16.25	20.9
Filipino	88	74	84.09	15.91	43.24
Hispanic or Latino	699	611	87.41	12.59	22.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	108	96	88.89	11.11	35.42
White	388	315	81.19	18.81	36.19
English Learners	72	64	88.89	11.11	3.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	40	33	82.5	17.5	36.36
Socioeconomically Disadvantaged	616	517	83.93	16.07	23.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	171	125	73.1	26.9	8

2021-22 Career Technical Education Programs

Workforce Preparation

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

During the 2021-22 school year Paloma Valley High School offered the following career technical education programs as elective courses:

- Digital Video Production
- Photography
- Computer Information Technology/Computer Programming
- Engineering
- Automotive
- Biomedical
- Medical First Responder

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1063
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	95.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.98
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	43.40

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	69.6%	69.7%	68.2%	69.6%	69.5%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

PVHS continues to communicate and involve parents and families in school activities. Facebook is the primary vehicle used to educate parents about school activities. It has become immensely popular with Paloma families. Twitter and to a lesser degree Instagram have also been integrated into our communication efforts. Coffee with the Principal has continued to be scheduled and has parents attend virtually. The discussions are two way streets where ideas, issues, and information are exchanged and shared. Parent committees including PELI, School Site Council, and parent volunteers groups are utilized to provide direct input into school operations, goals, and activities. The PELI (Parent Engagement Leadership Initiative) has gained momentum over the past year and are working directly with administration and our Community/Parent Liaison on a variety of projects including canned food drives, social media training sessions for parents, and college readiness workshops for parents.

We encourage parents to contact Monica Orozco, the principal's secretary at (951) 672-6030, ext 22101 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
School Site Council
African American Parent Advisory Council
PELI

School Activities
Athletic Events
Athletic Support Groups

2022-23 Opportunities for Parental Involvement

Back to School Night
 Open House
 Student Performances
 Eighth Grade Orientation
 College Awareness Nights
 FAFSA Nights
 Drama Performances
 Choir Performances

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.5	2.2		5.2	5.2		8.9	7.8
Graduation Rate		97.4	97.3		91.7	91.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	630	613	97.3
Female	311	305	98.1
Male	319	308	96.6
American Indian or Alaska Native	--	--	--
Asian	22	22	100.0
Black or African American	36	36	100.0
Filipino	35	35	100.0
Hispanic or Latino	293	284	96.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	55	55	100.0
White	183	175	95.6
English Learners	39	36	92.3
Foster Youth	--	--	--
Homeless	53	52	98.1
Socioeconomically Disadvantaged	434	418	96.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	77	70	90.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3292	3110	984	31.6
Female	1575	1488	481	32.3
Male	1717	1622	503	31.0
American Indian or Alaska Native	12	12	3	25.0
Asian	80	75	14	18.7
Black or African American	210	191	66	34.6
Filipino	141	135	25	18.5
Hispanic or Latino	1726	1642	513	31.2
Native Hawaiian or Pacific Islander	15	15	6	40.0
Two or More Races	232	225	72	32.0
White	871	810	282	34.8
English Learners	225	214	79	36.9
Foster Youth	42	36	17	47.2
Homeless	11	11	3	27.3
Socioeconomically Disadvantaged	1626	1550	593	38.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	471	439	207	47.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.58	4.43	2.45
Expulsions	0.03	0.20	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.98	0.02	7.25	0.20	3.17
Expulsions	0.00	0.03	0.00	0.14	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.98	0.03
Female	3.94	0.00
Male	7.86	0.06
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.00	0.00
Filipino	2.13	0.00
Hispanic or Latino	5.39	0.06
Native Hawaiian or Pacific Islander	6.67	0.00
Two or More Races	7.76	0.00
White	7.00	0.00
English Learners	7.11	0.44
Foster Youth	28.57	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	8.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.31	0.21

2022-23 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 2021. Minor changes have been made on an ongoing basis each year to address the changing dynamics of the school.

The objective of Paloma Valley High School's Disaster Response & Crisis Management Plan is to provide the maximum practical protection for students and personnel primarily, and district property secondarily, in the event of a disaster. Paloma Valley has a strong school safety team consisting of teachers and classified employees that provide recommendations to administration so that adjustments can be made as the community and student population changes. To meet this objective, we have been preparing students and staff to be ready for a disaster or school emergency. Paloma Valley students and staff participate in emergency drills once a month with the exception of August and June. The Paloma Valley staff continues working with the District to update the emergency response plan and incorporate the National Incident Management System (NIMS). The Perris Union High School District Risk Management Officer maintains a current file of employees who complete Federal Emergency Management Agency (FEMA) courses including: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents). These courses provide staff with the skills necessary for real life emergencies. Paloma Valley's Disaster Response & Crisis Management Plan has three major goals: a) To have buildings, furnishings, equipment, and emergency supplies in condition such that injuries and damages will be minimized, and the actions needed in time of disaster may be carried on effectively b) To provide staff and students with appropriate instruction and practice, and parents with information, so as to effectively help each person respond properly in an emergency. c) To set up overall organization and specific procedures to be followed at a time of disaster, including the rendering of aid to victims and the protection and care of students until they can be safely reunited with their parents.

The plan meets the guidelines for California's Standardized Emergency Management System (SEMS). The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned. To be more effective during disasters, pre-determined areas will identify the various stations, i.e., student holding, command post, and student release. The District has installed three repeaters and distributed hand-held radios. Each site now has radios to use for day to day communications as well as a built in emergency communication system. The radios have been incorporated into our site's emergency drills. Having qualified and trained staff helps to ensure a safe and secure environment for the student population during the school day and in an emergency/crisis response incident. The Paloma Valley staff continues working hard to be ready for all emergency situations. Paloma Valley has assessed the available emergency supplies, and continues compiling necessary supplies for potential emergency situations.

Egress and Ingress to the campus have been effectively created at Paloma Valley High School. Both classified and certificated personnel have report times that are significantly prior to student arrival. Locks are in place on all staff gates and all staff members have keys to these gates. Time is spent in staff meetings discussing the importance of keeping staff gates locked and not permitting students to enter or exit campus through staff gates. The main gates to the campus are unlocked at approximately 6:15 a.m. and are re-locked at approximately 10:00 p.m. unless there is an activity taking place that prohibits the gates from being locked at that time. A campus supervisor is assigned a late afternoon shift that ends at 5:00 pm. The role of the "late shift" campus supervisor is to ensure that all students on campus after school hours have a purpose for being there. A full evening custodial crew is on campus until 11:00 pm.

The regular school hours are 7:45 a.m. – 3:10 p.m. Two daytime custodians are scheduled during student hours with the focus on picking up trash and maintaining clean restrooms for students and staff. A full team of campus supervisors are also on campus during student hours. All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information. We encourage alumni to return and visit our campus, however, if they plan to visit staff during the school day, we require that they request, then schedule an appointment prior to the visit. If approved, we have the appointment on file with the campus supervisor "check-in" desk and are aware they are coming. All visitors are required to show ID and are provided a highly visible "Visitors' Pass" unless they are a district employee.

Paloma Valley High School is a place of learning. Every aspect of the school is monitored and maintained to provide an optimum learning environment for students, staff and community.

2022-23 School Safety Plan

For the full school site safety plan of Paloma Valley see the following link.

https://docs.google.com/document/d/1yZ1LpPv2UxrD7ar9BfiETbMdG_CyvmUNO5j3tGFgYCI/edit?usp=sharing

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	34	26	64
Mathematics	30	22	23	69
Science	29	19	13	61
Social Science	30	17	21	54

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	19	16	83
Mathematics	32	14	25	68
Science	32	11	12	70
Social Science	32	13	13	64

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	24	22	70
Mathematics	31	14	17	60
Science	31	13	14	59
Social Science	32	5	23	61

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	423.04

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12410	4233	8176	101084
District	N/A	N/A	9048	\$101,090
Percent Difference - School Site and District	N/A	N/A	-10.1	0.0
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	21.4	7.1

2021-22 Types of Services Funded

Available funding for programs and services that support student access & success include:

- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Automotive, Engineering, Bio-Medical Technology, Information Technology, and Arts, Media, & Entertainment
- Credit recovery
- Dual Enrollment/Concurrent Enrollment
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,818	\$55,947
Mid-Range Teacher Salary	\$93,987	\$90,080
Highest Teacher Salary	\$117,015	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$152,048	\$146,364
Average Principal Salary (High)	\$154,972	\$164,633
Superintendent Salary	\$271,952	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	3
Fine and Performing Arts	0
Foreign Language	4
Mathematics	8
Science	5
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	34

Professional Development

Staff development has been on-going from the first day staff returned to school. It has centered around the needs of the school and the staff in order to meet our district LCAP goals as well as our site WASC goals. Given school closures and the transition to virtual learning due to the COVID 19 pandemic and now the transition back to in person learning, the majority of our ongoing PD this year has focused on best practices for this new environment. A PD team of stakeholders meets regularly to align WASC goals to LCAP goals following our WASC accreditation visit and to develop our PD plan for the coming school year. This team has been able to rapidly respond to needs of staff for professional development. The team continues to build PD that is responsive to the needs of our staff and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4