

Paloma Valley High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Julie Blied
Email Address	julie.blied@puhsd.org
School Website	https://www.pvhs.puhsd.org
Grade Span	9-12
County-District-School (CDS) Code	33-67207-3330727

2024-25 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369 Ext. 80102
Superintendent	Dr. José Luis Araux
Email Address	jose.arau@puhsd.org
District Website	www.puhsd.org

2024-25 School Description and Mission Statement

Principal's Message:

At Paloma Valley, we are committed to fostering a positive and inclusive learning environment where every student can thrive academically, socially, and emotionally. Our dedicated faculty and staff are prepared to engage, inspire, and guide your children on their educational journey. PVHS was able to make gains in the English and Math sections of the California Assessment of Student Performance and Progress (CAASPP).

2024-25 School Description and Mission Statement

This year, we are focusing on moving forward and getting better every day. We believe that by working together, we can provide our students with the tools and experiences they need to succeed not only in the classroom but also in the ever-changing world beyond high school.

Communication between the school and home is key to a successful partnership. We encourage you to stay connected through our school social media, school website, newsletters, and other communication channels. Additionally, our doors are always open, and we welcome your feedback and involvement in your child's education.

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.

Julie Mendoza-Blied
Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	684
Grade 10	622
Grade 11	611
Grade 12	676
Total Enrollment	2,593

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.2
Asian	2.3
Black or African American	6.3
Filipino	3.5
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.2
White	21.7
English Learners	5.2
Foster Youth	0.7
Homeless	3.2
Socioeconomically Disadvantaged	65
Students with Disabilities	15.4

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/Incomplete/NA	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

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)	79.60	69.93	341.20	74.79	234405.20	84.00
Intern Credential Holders Properly Assigned	0.10	0.09	0.50	0.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	1.05	5.20	1.16	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	1.54	11.30	2.48	11953.10	4.28
Unknown/Incomplete/NA	31.10	27.38	97.90	21.46	15831.90	5.67
Total Teaching Positions	113.90	100.00	456.30	100.00	279044.80	100.00

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.

2022-23 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)	74.10	66.10	361.80	73.76	231142.40	100.00
Intern Credential Holders Properly Assigned	0.60	0.59	6.90	1.41	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	3.62	24.40	4.99	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.21	9.20	1.88	11746.90	4.23
Unknown/Incomplete/NA	31.90	28.45	88.00	17.95	14303.80	5.15
Total Teaching Positions	112.10	100.00	490.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.20	0.00	0.5
Misassignments	4.20	1.20	3.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.40	1.20	4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.70	0
Local Assignment Options	0.70	1.00	1.3
Total Out-of-Field Teachers	0.70	1.70	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	1.4	2.2
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	0	0

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

2024-25 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 August 21, 2024, 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 2023-24 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

August 21, 2024

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)	Yes	0%

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)

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)

	<p>English II - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 10 (Pearson)</p> <p>English III - The Crucible: A Play in Four Acts (Penguin)</p> <p>English IV - Literature: The British Tradition (Pearson)</p> <p>English LA - 5 - Pearson Reading Street (Pearson)</p> <p>English LA - 6 - California Collections (Houghton Mifflin)</p> <p>Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985)</p> <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>		
<p>Mathematics</p>	<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>Yes</p>	<p>0%</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> <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>	Yes	0%

AP Environmental Science Adopted from: The College Board
Advanced Placement Program - Environmental Science: a
Global Concern (McGraw Hill)

AP Physics Part 1 - Physics for Scientists & Engineers
w/Modern Physics (Pearson)

AP Physics Part 2 - Physics for Scientists & Engineers
w/Modern Physics (Pearson)

Basic Earth Science - Earth Science (Holt)

Basic Life Science - Biology (McDougal Littell)

Basic Physical Science - Physical Science (Prentice Hall)

Biology - Biology (MCDUGAL LITTEL)

Biosustainability - Online Resources Only

Chemistry - World of Chemistry (McDougal Littell)

Earth Science - Modern Earth Science (Holt Reinheart)

Environ. Science - Environmental Science or
Environmental Science with Online Resouces (Holt)

Forensic Science - The Introduction to Forensic Science and
Criminalists (McGraw Hill)

Geography-Climate and Weather DE - Meteorology Today:
An Introduction to Weather and the Environment (Brooks
Cole)

Health - Glencoe Health

Human Body Systems - CK12 Biology (CK12)

Life Science - Life Science (Glencoe)

Marine Biology - Marine Biology (McGraw Hill)

Medical Interventions - None

MSJC Basic Elec. & Modern Physics - College Physics
(Cengage)

MSJC Basic Physics: Energy in Motio - College Physics
(Cengage)

Physical Science - Physical Science (Prentice Hall)

Physics - Holt Physics (Houghton Mifflin Harcourt)

Physics Honors -n Holt Physics (Houghton Mifflin Harcourt)

PLTW Biomedical Innovation

PLTW Civil Engin. & Archit

PLTW Prin. of Biomedical

	<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> <p>AP European History Adopted from: The College Board Advanced Placement Program - Western Heritage Since 1300 11th Ed. (Pearson)</p> <p>AP Government - Government in America 16th Ed. (Pearson)</p> <p>AP Human Geography - Human Geography for the AP Course (Bedford, Freeman & Worth)</p> <p>AP Psychology - Myers' Psychology for AP (Worth Publishers)</p> <p>AP US Hist/Geo - American Pageant 16th Ed (Cengage)</p> <p>AP World History - Earth and its Peoples 6th Ed. (Cengage)</p> <p>Basic Am Govt</p> <p>Basic Economics - Economics (Pearson)</p> <p>Basic US History - The Americans (McDougal Littell)</p> <p>Basic World History - World History Modern Times (Glencoe)</p> <p>CA Civil Procedures - Dual Enrollment MSJC - Fundamentals of California Litigation for Paralegals (Wolters Klawer)</p> <p>Criminal Law-Admin Just 101 DE - California Criminal Law Concepts 13th Ed (Pearson)</p> <p>Criminology - Criminal Justice (Scholastic Book Service)</p> <p>Cultural Geography DE - Encounter Human Geography: Interactive Explorations (Prentice Hall)</p> <p>Economics - Economics Principles in Action (Pearson/Savvas)</p> <p>Foundations of the Legal Sys DE - Introduction to Paralegal Studies 4th Ed (Aspen)</p> <p>Geography of California-Dual Enrollment MSJC - Rediscovering the Golden State of California (Wiley)</p> <p>Geography of California DE - Rediscovering the Golden State of California (Wiley)</p>	Yes	0%

	<p>Government - Magruder's American Government (Pearson/Savvas)</p> <p>History West - None</p> <p>Immigration Law DE - U.S.Immigrations Made Easy (Nolo)</p> <p>Intro To Psych - Introduction to Psychology (ITP)</p> <p>Law Office Management DE - Law Office Management for Paralegals, 2nd Ed (Aspen)</p> <p>Political Science 101 - Living Democracy (Pearson)</p> <p>Political Science DE - Living Democracy (Pearson)</p> <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>	Yes	0%

	<p>AP Spanish IV - Tema (Vista Higher Learning)</p> <p>AP Spanish V Lit - Abriendo puertas: Tomo I (McDougal Littel)</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> <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>	Yes	

Drama I - Creative Communication 5th Edition (None Provided)

Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House)

Floral Design - The Principles of Floral Design (Goodheart)

General Music - Music and You (MacMillan)

Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press)

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

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 the addition of an Auto Shop facility, a new MPR Building that includes a culinary education facility. Additionally, a new Administration Building will be built along with the repurposing of the current administration building. Artificial turf has been added in different areas of the campus along with landscaping upgrades to ensure the school is clean and provides great curb appeal in our community. The artificial turf athletic field is maintained on a yearly schedule along with the refinishing of the gymnasium flooring.

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

11/25/2024

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			B Boys RR: Burned out light fixture, low water pressure on the outside drinking fountain, Broken wall tile in the restroom Boys Locker Room: Broken ceramic tile

School Facility Conditions and Planned Improvements

			J 107 Classroom: Broken ceramic tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		:
Electrical		X	B Boys RR: Burned out light fixture, low water pressure on the outside drinking fountain, Broken wall tile in the restroom C 104 Classroom: Light fixture out C 114 Classroom: Open electrical box, plate missing E 103 Classroom: Missing electrical cover K Girls RR: Open electrical box, plate missing K Restrooms Boys: Burned out lights S 115 Classroom: Burned out lights
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		B Boys RR: Burned out light fixture, low water pressure on the outside drinking fountain, Broken wall tile in the restroom Boys Locker Room: Broken ceramic tile Girls Locker Room: Toilet stall missing latch J 104 Classroom: Toilet stall missing latch J 107 Classroom: Broken ceramic tile
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

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] 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	66	39	40	46	47
Mathematics (grades 3-8 and 11)	21	25	12	13	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	568	546	96.13	3.87	65.57
Female	276	264	95.65	4.35	73.11
Male	292	282	96.58	3.42	58.51
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	64.71
Black or African American	45	44	97.78	2.22	43.18
Filipino	25	25	100.00	0.00	84.00
Hispanic or Latino	319	309	96.87	3.13	62.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	37	92.50	7.50	67.57
White	119	111	93.28	6.72	77.48
English Learners	18	14	77.78	22.22	0.00
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	64.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	369	354	95.93	4.07	60.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	78	88.64	11.36	12.82

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	568	547	96.30	3.70	24.54
Female	276	266	96.38	3.62	25.19
Male	292	281	96.23	3.77	23.93
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	47.06
Black or African American	45	44	97.78	2.22	4.55
Filipino	25	25	100.00	0.00	44.00
Hispanic or Latino	319	311	97.49	2.51	22.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	37	92.50	7.50	21.62
White	119	110	92.44	7.56	30.91
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	369	355	96.21	3.79	23.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	78	88.64	11.36	1.28

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.36	25.15	18.67	18.05	30.29	30.73

2023-24 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	1239	1176	94.92	5.08	25.11
Female	591	562	95.09	4.91	24.42
Male	648	614	94.75	5.25	25.73
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	44.83
Black or African American	91	86	94.51	5.49	16.28
Filipino	46	44	95.65	4.35	50.00
Hispanic or Latino	704	674	95.74	4.26	21.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	95	89	93.68	6.32	25.84
White	264	246	93.18	6.82	32.52
English Learners	35	32	91.43	8.57	0.00
Foster Youth	--	--	--	--	--
Homeless	35	33	94.29	5.71	24.24
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	779	734	94.22	5.78	21.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	175	151	86.29	13.71	5.30

2023-24 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 2023-24 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

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	987
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	59.2
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	58.68

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.

2023-24 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. The administration of the PFT requires only participation results 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	91	91	91	91	91

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.

2024-25 Opportunities for Parental Involvement

PVHS continues to communicate and involve parents and families in school activities. Instagram, Facebook, and School Messenger (via ParentSquare) are the primary vehicles used to educate parents about school activities. Coffee with the Principal has continued to be scheduled on a monthly basis 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, ELPAC, AAPAC, and parent volunteer 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 is 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
- 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.2	2.2	1.3	5.2	6.2	4.2	7.8	8.2	8.9
Graduation Rate	97.3	96.0	97.3	91.9	91.9	94.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	620	603	97.3
Female	307	302	98.4
Male	313	301	96.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	13	13	100.0
Black or African American	39	39	100.0
Filipino	23	23	100.0
Hispanic or Latino	358	349	97.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	43	43	100.0
White	135	128	94.8
English Learners	33	33	100.0
Foster Youth	--	--	--
Homeless	43	41	95.3
Socioeconomically Disadvantaged	471	458	97.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	90	79	87.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2802	2677	742	27.7
Female	1345	1298	383	29.5
Male	1457	1379	359	26.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	--	--	--
Asian	64	64	12	18.8
Black or African American	194	181	49	27.1
Filipino	90	88	13	14.8
Hispanic or Latino	1652	1583	453	28.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	177	167	35	21.0
White	591	565	172	30.4
English Learners	170	152	57	37.5
Foster Youth	36	27	10	37.0
Homeless	97	90	56	62.2
Socioeconomically Disadvantaged	1843	1769	553	31.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	447	422	170	40.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	5.98	6.98	2.61	7.25	6.31	3.27	3.17	3.60	3.28
Expulsions	0.03	0.07	0.00	0.14	0.06	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.61	0.00
Female	1.19	0.00
Male	3.91	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.58	0.00
Filipino	1.11	0.00
Hispanic or Latino	2.66	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.82	0.00
White	2.88	0.00
English Learners	2.94	0.00
Foster Youth	2.78	0.00
Homeless	1.03	0.00
Socioeconomically Disadvantaged	2.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2024. 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

2024-25 School Safety Plan

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, predetermined 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. Campus supervisors are 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 8:30am. – 3:30 p.m. Two daytime custodians are scheduled during student hours with the focus on picking up trash and maintaining clean restrooms for students and staff. A full team of campus supervisors are also on campus during student hours. All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information. We encourage alumni to return and visit our campus, however, if they plan to visit staff during the school day, we require that they request, then schedule an appointment prior to the visit. If approved, we have the appointment on file with the campus supervisor "check-in" desk and are aware they are coming. All visitors are required to show ID and are provided a highly visible "Visitors' Pass" unless they are a district employee.

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

For the full school site safety plan of Paloma Valley see visit our website.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	27	30	23	53
Mathematics	29	15	38	38
Science	30	17	13	52
Social Science	31	11	21	52

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	18	56
Mathematics	30	13	27	44
Science	31	10	19	47
Social Science	30	16	20	42

2023-24 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	370.43

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	18384	5673	12711	115421
District	N/A	N/A	12123	\$118,211
Percent Difference - School Site and District	N/A	N/A	4.7	-2.4
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	16.5	9.2

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

- Credit recovery
- Dual Enrollment/Concurrent Enrollment
- Student Leadership: LINK Crew and PLUS Programs
- Summer School

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$72,920	\$62,635
Mid-Range Teacher Salary	\$110,866	\$101,698
Highest Teacher Salary	\$139,692	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$179,355	\$162,013
Average Principal Salary (High)	\$182,346	\$182,697
Superintendent Salary	\$310,426	\$298,748
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.3
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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	2
English	4
Fine and Performing Arts	0
Foreign Language	4
Mathematics	7
Science	5
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	36

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. Much of our PD focuses around best practices and ways to support our students in the current climate. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4