

# Paloma Valley High School

31375 Bradley Road • Menifee, CA 92584 • (951) 672-6030 • Grades 9-12

Don Williamson, Principal  
don.williamson@puhsd.org

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year



### Perris Union High School District

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

#### District Governing Board

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### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (951) 672-6030.

### Principal's Message

I would like to welcome parents, students, and community members alike to Paloma Valley High School. I am excited that I have been given the honor and privilege to be the principal of this great school. I have lived locally and worked for the Perris Union High School District since 2002. I am proud to say that the teachers, administrators, and support staff in this district are as good or better than any I have ever seen.

The coming year will hold many challenges and we will have questions to answer as we modify our curriculum to meet the new Common Core Educational Standards. We will be thrusting our students into the world of technology by giving them Chromebooks to use at home and in the classroom. They will use tools like Haiku, GoogleDocs and Google Drive to do homework. Our goal is to make them technically savvy and ready for their future career. From 1998 until 2008, the number of jobs in the computer and data processing industry grew more than any other category. These jobs saw a 117% growth explosion while health care jobs which came in second grew by 67%. (US Dept of Labor and Statistics) I am sure this trend will continue as technology continues to creep into some facet of every career. Workers change their jobs about every five years according to the Bureau of Labor and Statistics. People can no longer expect that they will be able to work their way up the company ladder. It is our duty to make our youth ready for their chosen career.

Paloma Valley High School has a reputation as an academic leader. Many of its students are scholar athletes. It is important that we continue this tradition of excellence as we transition into a new era of education. It is imperative that the school maintains parent involvement and recognizes student excellence.

Paloma is in the third year of a three year grant to increase student involvement and safety on campus. It is likely that the grant will be renewed for one or more years. I will be looking for input from staff, students, and parents alike to utilize this resource in order to make our students feel safer and more connected.

I am available by phone, email, and facebook. It is my goal to partner with our parents and community members to continue making Paloma Valley the finest school in Riverside County. I hope you take the time to contact me when you have a problem, an idea, or even better, a solution. Let's work together to help our kids to great things!

## Mission Statement

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

## Opportunities for Parental Involvement

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

We encourage parents to contact Stephanie Stafford, the principal's secretary at (951) 672-6030, ext 22101, for more information on how to become involved in Paloma Valley. Here is a small list of activities where parents can become involved:

### Opportunities to Volunteer

Fundraising Activities  
Games  
Banquets

### Committees

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

### School Activities

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

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 8	1
Gr. 9	718
Gr. 10	676
Gr. 11	694
Gr. 12	639
Total	2,728

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.6
Asian	2.7
Filipino	3.7
Hispanic or Latino	49.6
Native Hawaiian/Pacific Islander	0.8
White	34.0
Two or More Races	3.7
Socioeconomically Disadvantaged	49.7
English Learners	25.8
Students with Disabilities	8.1

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	31.1	33.6	32	11	5	7	24	14	14	58	63	65
Math	30	34.1	34	5	6	5	44	8	14	39	61	60
Science	32.5	34.5	36	1	3	2	21	9	2	49	54	63
SS	33.3	35.2	35	0	1	1	21	6	11	46	54	66

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	11.27	12.78	8.34
Expulsions Rate	0.18	0.32	0.18
Districtwide	10-11	11-12	12-13
Suspensions Rate	26.39	19.00	18.00
Expulsions Rate	0.62	0.10	0.70

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed for Paloma Valley High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in the fall of 2013.

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

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

Egress and Ingress to the campus have been effectively created at Paloma Valley High School. Both classified and certificated personnel have report times that are significantly prior to student arrival. Locks are in place on all staff gates and all staff members have keys to these gates. Time is spent in staff meetings discussing the importance of keeping staff gates locked and not permitting students to enter or exit campus through staff gates. The

main gates to the campus are unlocked at approximately 6:15 a.m. and are re-locked at approximately 10:00 p.m. unless there is an activity taking place that prohibits the gates from being locked at that time. A campus supervisor is assigned a late afternoon shift that ends at 6:00 pm. The role of the "late shift" campus supervisor is to ensure that all students on campus after school hours have a purpose for being there. A full evening custodial crew is on campus until 11:00 pm.

The regular school hours are 7:45 a.m. – 2:45 p.m. Two daytime custodians are scheduled during student hours with the focus on picking up trash and maintaining clean restrooms for students and staff. A full team of campus supervisors are also on campus during student hours. All unauthorized persons entering the campus must sign in and identify their purpose and destination. In addition, parents or guardians picking up students prior to the end of the school day must sign in and be authorized according to emergency card information. We encourage alumni to return and visit our campus, however, if they plan to visit staff during the school day, we require that they request, then schedule an appointment prior to the visit. If approved, we have the appointment on file with the campus supervisor "check-in" desk and are aware they are coming. All visitors are required to show ID and are provided a highly visible "Visitors' Pass" unless they are a district employee.

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

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 10/23/13

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Paloma Valley High School's original facilities were built in 1995; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian and plant supervisor inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and six evening custodians are assigned to Paloma Valley High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

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

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	102	97	96
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	400
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	1	2	2
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

In past years, all training and curriculum development activities at Paloma Valley High School revolved around helping teachers deliver the California State Content Standards. For several years, our staff development has been devoted to: Adoption of New Curriculum, Direct Interactive Instruction, Counseling Intervention, Student Engagement Strategies, Discipline Procedures, and Advanced Infinite Campus Training. For the 2012-2013 school year, our staff development focused on preparing staff to deliver the common core and provide students the Smarter Balanced assessments in the spring of 2015.

Decisions concerning selection of staff development activities are identified by the WASC Leadership Team, School Site Council and department chair committees. These committees base recommendations on student performance data, the California Healthy Kids Survey and staff input. The goal of all professional development activities is to increase student achievement, school safety and the positive campus culture. Professional Learning Community (PLC's) are held every Monday of the year except during final exams. Guided by the WASC Leadership team, teachers meet in departments or cross department meetings every Monday where they discuss better ways to meet student needs and improve instructional delivery. Within departments, teachers meet in grade level and/or content area teams with the same goal of discussing better ways to meet student needs and improve instructional delivery. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

For the past three years, Paloma Valley High School's teachers have hosted and attended a wide variety of professional development opportunities including the following: Interwrite Training, Thinking Maps, Intensive Intervention Training, DII-Research Based Instructional Strategies Training, Advanced Professional Learning Communities, Academic Vocabulary Training, Concept Construction Training, Planning for Student Success Training, Interactive Notebooks, and Common Core implementation. As we advance towards Common Core, we are placing a greater emphasis on the instructional use of technology. Our staff is finding that much of the relevant technology is free or very affordable. For example, our teachers have been trained on the "mass e-mail" components of Infinite Campus, Ed Modo, and Remind 101.com. As a result of our enhanced efforts to communicate with parents, over 70% of our parents have logged into and checked their child's grades on-line through Infinite Campus, our student information system. For the 2012-2013 school year, Paloma Valley placed a greater emphasis on the use of AVID strategies school wide. In doing so, we greatly expanded our AVID site team, trained a large number of staff in AVID strategies and provided Interactive Notebooks for any teacher who requested them. AVID site team members attended AVID trainings in the summer and fall. In addition, the AVID site team is improving the process for selecting students into the AVID program.

Originating in the 2010-2011 school year, Paloma Valley began an intensive anti-bullying campaign which included extensive training for students, staff and parents. As a result, we are seeing a decline in bullying on campus and a decline in overall discipline problems.

Paloma Valley High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences held on site, at the district office or the county. Classified support staff receive job-related training from department supervisors and district representatives. All classified are encouraged to attend any trainings at the district or county which will help them in their current positions or help them prepare for an advancement. Our school covers all of these training costs. After receiving the Safe and Supportive Schools Grant (S3 Grant), we now have funding to train staff in areas that are directly related to student safety and student culture. The focus of the S3 grant is to provide a safe and supportive school by creating greater student inclusion, as well as by educating students, staff and the community. Members of our S3 Grant Committee continue to gauge our school culture and provide trainings that are relevant to our classified and certificated staff for the benefit of our students and community.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	94.9	5.1
<b>High-Poverty Schools</b>	95.0	5.0
<b>Low-Poverty Schools</b>	91.3	8.7

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	544

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$7,680	\$839	\$6,841	\$71,124.70
<b>District</b>	♦	♦	\$6,900	\$68,765
<b>State</b>	♦	♦	\$5,537	\$71,584
<b>Percent Difference: School Site/District</b>			-0.9	3.4
<b>Percent Difference: School Site/ State</b>			23.6	-0.6

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,216	\$42,865
<b>Mid-Range Teacher Salary</b>	\$69,074	\$69,484
<b>Highest Teacher Salary</b>	\$86,001	\$89,290
<b>Average Principal Salary (ES)</b>	\$0	
<b>Average Principal Salary (MS)</b>	\$119,748	\$119,946
<b>Average Principal Salary (HS)</b>	\$124,086	\$128,378
<b>Superintendent Salary</b>	\$193,215	\$202,664
Percent of District Budget		
<b>Teacher Salaries</b>	34.1%	36.8%
<b>Administrative Salaries</b>	5.5%	4.9%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).



**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** September 18, 2013

All textbooks used in the core curriculum at Paloma Valley High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 18, 2013, 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Language Arts 7-- Literature: Reading &amp; Language 7 (Pearson)</p> <p>Language Arts 8-- Literature: Reading &amp; Language 8 (Pearson)</p> <p>English I--Literature: Reading &amp; Language 9 (Pearson)</p> <p>English II--Literature: Reading &amp; Language 10 (Pearson)</p> <p>English III--Literature: The American Experience (Pearson)</p> <p>English IV--Literature: The British Tradition (Pearson)</p> <p>Expository Reading &amp; Writing--Expository Reading &amp; Writing Course (California State Univ.)</p> <p>ELA Support 9--Reality Central 9 (Pearson)</p> <p>ELA Support 10--Reality Central 10 (Pearson)</p> <p>AP English Comp:</p> <p>Aims of Argument 5th Ed or</p> <p>Aims of Argument 6th Ed (McGraw Hill)</p> <p>AP English Lit--Norton Introduction to Literature (Norton)</p> <p>College Freshman Comp--Writing Matters (McGraw-Hill)</p> <p>Everything's an Argument (Bedford/St. Martins)</p> <p>Reading Intervention/ELD</p> <p>Keystone Level A (Pearson)</p> <p>Keystone Level B (Pearson)</p> <p>Keystone Level D (Pearson)</p> <p>Keystone Level E (Pearson)</p> <p>Keystone Building Bridges (Pearson)</p> <p>Keys to Learning (Pearson)</p> <p>Cinema Studies--Understanding Movies (Pearson)</p>



**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Pre-Algebra--Pre-Algebra Mathematics Course 2 (Holt)</p> <p>Algebra 1--Algebra 1 (Holt)</p> <p>Geometry--Geometry (Holt)</p> <p>Algebra 2--Algebra 2 (Holt)</p> <p>AP Calculus AB/BC--Calculus (Houghton Mifflin)</p> <p>AP Statistics--The Practice of Statistics (Freeman)</p> <p>Consumer Math--Mathematics w/Business Applications (Glencoe)</p> <p>Tech Math--Mathematics w/Business Applications (Glencoe)</p> <p>Math Analysis--Pre-calculus (Houghton Mifflin)</p> <p>Math Pathways--Algebra Readiness Volumes 1, 2, 3, 4 (Holt)</p> <p>Algebra 1B--Algebra 1 (Holt)</p> <p>Integrated Math I:</p> <p>Algebra 1 (Holt)</p> <p>Geometry Homework &amp; Practice Workbook</p> <p>Geometry Review for Mastery Workbook</p> <p>Integrated Math II:</p> <p>Geometry (Holt)</p> <p>Algebra 2 Homework &amp; Practice Workbook</p> <p>Algebra 2 Review for Mastery Workbook</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science 7--Life Science (Holt)</p> <p>Science 8--Physical Science (Holt)</p> <p>Life Science &amp; Ag Plant &amp; Animal --Life Science (Glencoe)</p> <p>Physical Science--Conceptual Physical Science (Addison Wesley)</p> <p>Physical Geology--Earth Science (Prentice Hall)</p> <p>Environmental Science--Environmental Science (Holt)</p> <p>AP Environmental Science--Environmental Science: a Global Concern (McGraw Hill)</p> <p>Earth Science &amp; Ag Earth Science--Earth Science (Prentice Hall)</p> <p>Biology--Biology (McDougal Littell)</p> <p>AP Biology--Campbell Biology (7th AP Ed) (Pearson)</p> <p>Chemistry &amp; Ag Chemistry--World of Chemistry (McDougal Littell)</p> <p>AP Chemistry--Zumdahl Chemistry (7th AP Ed) (Houghton Mifflin)</p> <p>Physics--Physics (Holt)</p> <p>AP Physics--Physics (Holt)</p> <p>Anatomy--Human Body in Health &amp; Disease (Elsevier)</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History 7--World History: Medieval to Early Modern Times(Holt)</p> <p>US History 8--United States History: Independence to 1914 (Holt)</p> <p>Geography--World Geography: The World and its People (Glencoe)</p> <p>AP Geography--Human Geography People, Place &amp; Culture (Wiley)</p> <p>Human Geography People, Place &amp; Culture AP Study Guide (Wiley)</p> <p>World History--World History Modern Times (Glencoe)</p> <p>AP European History--History of Western Society Since 1300 (McDougal Littell)</p> <p>AP World History--Earth and its Peoples (Houghton Mifflin)</p> <p>The Human Record Vol 1 (Houghton Mifflin)</p> <p>The Human Record Vol 2 (Houghton Mifflin)</p> <p>Am Government &amp; Ag Am Government--US Government Democracy in Action (Glencoe)</p> <p>AP Government--Government in America (Pearson)</p> <p>US History--The Americans (McDougal Littell)</p> <p>AP US History--American Pageant (Houghton Mifflin)</p> <p>Economics &amp; Ag Economics--Economics Principles in Action (Prentice Hall)</p> <p>AP Economics--McConnell Brue Economics 18th Ed (McGraw Hill)</p> <p>Intro to Psychology--Psychology and You (West Publishing)</p> <p>AP Psychology--Introduction to Psychology (Thomson Learning)</p> <p>Criminology/Youth and the Law--Street Law (West Publishing)</p> <p>Sociology--Sociology (Holt)</p> <p>History of Mexico--A Traveler's History of Mexico (Interlink)</p>

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>McDougal Littell, En Espanol! 1 (2004)                      McDougal Littell, En Espanol! 2 (2004)                      McDougal Littell, En Espanol! 3 (2004)                      Pearson, Abriendo Paso Lectura (2007)                      Pearson, Abriendo Paso Gramatica (2007)                      Prentice Hall, Sendas Literatias 1 (2005)                      McDougal Littell, Discovering French Nouveau! Bleu 1 (2004)                      McDougal Littell, Discovering French Nouveau! Blanc 2 (2004)                      McDougal Littell, Discovering French Nouveau! Rouge 3 (2004)</p> <p>Pearson, Learning American Sign Language (2004)                      Dawn Sign Press, Signing Naturally Level 1 Units 1-6 (2008)</p> <p>Pearson, Learning American Sign Language (2004)                      Dawn Sign Press, Signing Naturally Level 1 Units 7-12 (2008)</p> <p>Gallaudet Univ Press, American Sign Language Units 1-9 (1980, 1991)                      Gallaudet Univ Press, American Sign Language Units 10-18 (1981, 1991)                      Gallaudet Univ Press, American Sign Language Units 19-27 (1981, 1991)                      Dawn Sign Press, Signing Naturally Level 2 (1992)</p> <p>Gallaudet Univ Press, American Sign Language Units 1-9 (1980, 1991)                      Gallaudet Univ Press, American Sign Language Units 10-18 (1981, 1991)                      Gallaudet Univ Press, American Sign Language Units 19-27 (1981, 1991)                      Dawn Sign Press, Signing Naturally Level 3 (2001)</p>
<p><b>Health</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Gencoe, Health - Health</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Glencoe, The Stage and the Schol, 9th Ed. (2005)                      Random House, A Practical Handbook for the Actor (1986)                      Penguin, The Stanislavski System (1984)                      Barron's, The Complete Potter (2003)</p>

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	59	59	57	44	47	48	54	56	55
Math	35	33	29	23	27	24	49	50	50
Science	66	58	60	45	45	46	57	60	59
H-SS	65	56	53	42	42	39	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	24	46	39
All Student at the School	57	29	60	53
Male	51	30	62	58
Female	63	29	58	48
Black or African American	45	18	31	41
American Indian or Alaska Native				
Asian	67	40	58	62
Filipino	84	44	78	82
Hispanic or Latino	49	27	55	44
Native Hawaiian/Pacific Islander	55	45		
White	65	31	72	64
Two or More Races	61	35	52	63
Socioeconomically Disadvantaged	49	25	55	44
English Learners	17	13	20	18
Students with Disabilities	33	25	57	19
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.9	21.5	43.5

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	22	-5	-18
Black or African American	46		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	-2	-12
Native Hawaiian/Pacific Islander			
White	17	-9	-21
Two or More Races			
Socioeconomically Disadvantaged	27	-4	-18
English Learners	26	-15	
Students with Disabilities		-13	37

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	8	8
Similar Schools	9	10	9

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		100.0

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,893	7,648	4,655,989
	API-G	797	747	790
Black or African American	Students	75	519	296,463
	API-G	765	703	708
American Indian or Alaska Native	Students	10	27	30,394
	API-G		758	743
Asian	Students	48	106	406,527
	API-G	819	829	906
Filipino	Students	79	128	121,054
	API-G	896	881	867
Hispanic or Latino	Students	956	5,395	2,438,951
	API-G	776	730	744
Native Hawaiian/Pacific Islander	Students	18	42	25,351
	API-G	780	761	774
White	Students	623	1,228	1,200,127
	API-G	821	806	853
Two or More Races	Students	84	203	125,025
	API-G	811	811	824
Socioeconomically Disadvantaged	Students	1,017	5,929	2,774,640
	API-G	766	728	743
English Learners	Students	479	3,506	1,482,316
	API-G			721
Students with Disabilities	Students	167	627	527,476
	API-G	597	542	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

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

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	545	1,899	418,598
Black or African American	34	167	28,078
American Indian or Alaska Native	4	8	3,123
Asian	21	35	41,700
Filipino	27	55	12,745
Hispanic or Latino	233	1155	193,516
Native Hawaiian/Pacific Islander	3	10	2,585
White	220	452	127,801
Two or More Races	3	14	6,790
Socioeconomically Disadvantaged	26	85	31,683
English Learners	116	669	93,297
Students with Disabilities	270	1390	217,915

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	9.10	8.70	10.00
Graduation Rate	91.26	89.63	88.09
Districtwide			
Dropout Rate (1-year)	15.80	12.60	11.90
Graduation Rate	84.15	83.05	83.91
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	68	58	61
Mathematics	64	62	59
Districtwide			
English-Language Arts	56	49	54
Mathematics	53	52	56
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	6	---
Science	4	---
Social Science	2	---
All courses	21	7.8

\* Where there are student course enrollments.

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	28	26	45	38	18
All Students at the School	39	31	30	41	39	20
Male	43	29	28	41	36	22
Female	35	33	32	41	42	17
Black or African American	57	21	21	57	36	7
American Indian or Alaska Native						
Asian	33	25	42	33	42	25
Filipino	17	39	44	11	50	39
Hispanic or Latino	45	31	25	46	35	19
Native Hawaiian/Pacific Islander						
White	32	32	36	35	43	21
Two or More Races	35	31	35	38	46	15
Socioeconomically Disadvantaged	46	32	22	46	36	17
English Learners	78	20	2	80	18	2
Students with Disabilities	83	12	5	86	12	2
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	408
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	50%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	68.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	27.2

## Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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

- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

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

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2013-14 school year Paloma Valley High School offered the following career technical education programs as elective courses:

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