

Palo Verde High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Palo Verde High School
Street	667 North Lovekin Boulevard
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-7148
Principal	Brandy Cox
E-mail Address	brandy.cox@pvusd.us
Web Site	www.pvusd.us/pvhs
CDS Code	33-67181-3335759

District Contact Information	
District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	Dr. Charles Bush
E-mail Address	charles.bush@pvusd.us
Web Site	www.pvusd.us

School Description and Mission Statement (School Year 2017-18)

School Mission Statement

The learning community of Palo Verde High School will ensure ALL students are college/career ready not only academically but by learning to persevere, viewing everyone with respect, having a purpose driven life, and serving their school and community.

District Mission Statement

Our mission is to enrich, empower and enhance our students' lives through education.

District Vision Statement

Palo Verde Unified School District will constantly seek to improve its culture of academic excellence.

We expect every student to read, write and calculate competently.

We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion.

We expect every parent, student and teacher to support the mutual quest for excellence.

Educational progress can never happen without truth as its foundation, and it is to the wonderful truth of student potential and the challenging truth of student performance that we are unalterably committed.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	246
Grade 10	266
Grade 11	221
Grade 12	160
Total Enrollment	893

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.9
Asian	0.8
Filipino	0.7
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0.3
White	27.2
Two or More Races	0.8
Socioeconomically Disadvantaged	68.9
English Learners	11
Students with Disabilities	12.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	36	40	111
Without Full Credential	2	1	1	23
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 3, 2017

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Curriculum Frameworks and Content Standards. Instructional materials for grades K-8 are selected from the state’s most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are approved by the board of trustees. The district follows the State Board of Education’s six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state’s adoption. Site-level and district-level committees meet to select textbooks and instructional materials. Every student including English learners have access to their own textbooks and instructional materials.

On October 3, 2017, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district.

The board of trustees adopted a resolution which certifies, as required by Education Code Section 60119:

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) 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 are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.
4. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired in October 2017.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives, Pearson	Yes	0
Mathematics	Integrated Mathematics 1, 2, 3; Houghton Mifflin Harcourt Statistics, Pearson AP Calculus, D&S Marketing	Yes	0
Science	Conceptual Physics, Addison Wesley AP Physics, Prentice Hall Earth Science, Prentice Hall Biology, Prentice Hall	Yes	0
History-Social Science	Economics, Prentice Hall The Americans, McDougal Littell World History, Prentice Hall American Government, McDougal Littell	Yes	0
Foreign Language	Avancemos! Uno, Hold McDougal El Espanol Para Nosotros Nivel 1, Glenco/Macmillan El Espanol Pra Nosotros Nivel 2 , Glenco/Macmillan Triangulo Aprobado 5th Ed. , Wayside Publication Azulejo 2nd Ed., Wayside Publication	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Lifetime Health, Holt	Yes	0
Visual and Performing Arts	No formal textbook		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Palo Verde High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. The campus has 36 regular classrooms and 10 portable classrooms. It features an administration building, gymnasium, library and cafeteria, stadium, baseball field, practice field and outdoor basketball courts. The school also maintains a farm, which houses up to 100 animals during parts of the school year. The school was built in 1952. Several modernization projects have ensured that school facilities are kept up-to-date and provide adequate space for students and staff.

The school is maintained by a district maintenance crew. An electronic work-order system enables Palo Verde High School to communicate maintenance needs. Emergency needs are usually handled within an hour or two.

Nonemergency requests are typically fulfilled within 24 hours. A day custodian and an evening custodian are assigned to the school. Classrooms are cleaned at least every other day.

One full-time sheriff's officer and two campus supervisors secure the campus five days a week.

Students may enter campus grounds early to receive breakfast or visit the library. Breakfast is supervised in the cafeteria by a school proctor; the library is open 30 minutes before school starts. Students arriving through entrance gates, bus areas and crosswalks are greeted and supervised by assigned teachers, administrators and security personnel. During lunch, some teachers, counselors, administrators and all security staff patrol the campus and share supervisory responsibility of the cafeteria and common areas. At the end of the day, assigned teachers, all administrators, all counselors and all security staff are strategically placed on campus to supervise the bus, student pickup and exit areas and to help with traffic flow and ensure students depart safely.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/6/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			39: 4-Peeling wall fabric Boys Locker Room: 5-Bugs in light covers 4-damaged lockers
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys Locker Room: 5-Bugs in light covers 4-damaged lockers Boys RR: 5-Bugs in light cover Boys RR: 5-Bugs in light covers 8-Dryer has rust spots Boys Varsity Room: 5-Lots of trash on the floor Girls Locker Room RR: 6-Large cockroach on the wall Girls RR: 5-Bugs in light covers

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/6/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Outside Library Boys RR: 5-Bugs in light cover Stadium Men's RR: 5-Bugs in light covers Women RR: 5-Ring on toilets need scrubbing
Electrical: Electrical	X			42: 7-Cord guard needed for wire across room Library: 7-Restroom missing light cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR: 5-Bugs in light covers 8-Dryer has rust spots
Safety: Fire Safety, Hazardous Materials	X			Office: 10-Fire alarm in trouble
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/6/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	34	37	24	29	48	48
Mathematics (grades 3-8 and 11)	10	12	16	17	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	163	95.88	37.42
Male	85	78	91.76	39.74
Female	85	85	100	35.29
Black or African American	15	13	86.67	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	98	96	97.96	32.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	43	93.48	39.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	100	94.34	31
English Learners	21	20	95.24	15
Students with Disabilities	22	20	90.91	10
Students Receiving Migrant Education Services	--	--	--	--

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

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	161	94.71	11.8
Male	85	77	90.59	11.69
Female	85	84	98.82	11.9
Black or African American	15	13	86.67	7.69
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	98	94	95.92	7.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	43	93.48	9.3
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	98	92.45	10.2
English Learners	21	20	95.24	15
Students with Disabilities	22	20	90.91	5
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	32	28	28	25	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The district provides Career Technical Education in Agriculture, Media and Business and Finance.

Students from Palo Verde High School also attend classes at Palo Verde College. These are primarily vocational classes in auto, welding, construction and computer graphics.

Mark Mullion is the representative of the district's Career Technical Advisory Committee and represents the agricultural industry in the area.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	490
% of pupils completing a CTE program and earning a high school diploma	22.00
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	3.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.64
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	16.18

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	31.4	13.4	35.6

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

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

By volunteering for special projects, chaperoning school events or serving on a decision-making group, parents may become a member of Palo Verde High School's learning community dedicated to developing independent lifelong learners. An open invitation is extended to parents to participate in open house, back-to-school night, fine arts programs, and Mom's and Dad's Nights. For parents who wish to help their student succeed in school, parenting classes are offered to teach parents effective strategies on how to help and support their student's education at home.

Parents are encouraged to serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Future Farmers of America Advisory, Western Association of Schools and Colleges (WASC) focus groups, and booster clubs to actively participate in the growth and improvement process of their student and the school. The SSC approves the school site plan and oversees the school budget, and the ELAC helps students learning English feel welcome at school. Palo Verde High School’s booster clubs for the band and athletic programs organize, support and raise funds for students to participate in special events and to purchase equipment.

School-to-home communication is provided in both English and Spanish throughout the year to keep parents up-to-date on their student’s progress and school issues. Parents may visit Illuminate Home Connection Parent Portal at <http://www.pvUSD.us/parent-resources/illuminate-home-connection/> for information about their particular student. The following websites also provide information for parents about the school: <http://www.pvUSD.us/pvhs/>. These websites provide information regarding a particular student and his academic progress in each class and his attendance in each class. They also provide current information; a calendar of activities; homework assignments; student grades; and special announcements from the principal, teachers, librarian and counselors. The school organizes several parent meetings during the year to discuss grade level expectations, FAFSA workshops and other items of importance. Social media is used to keep parents, students and the community updated on activities and events. The school can be followed on Twitter and Instagram as @pvyellowjackets. Palo Verde Valley High School invites parents to get involved in their child’s educational experience. Any parent who wishes to donate their time and talents or would like more information may contact Senior Clerk Elizabeth Ortega at (760) 922-7148.

To ensure the safety of our students, all volunteers are required obtain a fingerprint clearance before they are permitted to volunteer. For more information on how to become involved at the school, please contact Principal Brandy Cox at (760) 922-7148.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.3	6.2	4.1	19.7	14.8	12.1	11.5	10.7	9.7
Graduation Rate	89.69	92.27	93.24	74.62	80.21	80.65	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	88.31	86.61	87.11
Black or African American	100	93.33	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	86.32	83.23	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	87.23	90.48	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	87.1	86.79	85.45
English Learners	66.67	90	55.44
Students with Disabilities	76.47	66.67	63.9
Foster Youth	0	0	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.7	7.4	8.3	8.9	9.2	8.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A comprehensive school safety plan was initially developed for Palo Verde Valley High School in collaboration with local law enforcement and fire-protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child-abuse reporting procedures, teacher notification and dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The most recent review, update and training associated with the school safety plan took place in September 2017. An updated copy of the School Site Safety Plan is available to the public at the Palo Verde Unified School District office and Palo Verde Valley High School office.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, campus behavior, first aid, illness, health issues and special services. Earthquake preparedness drills are conducted once each semester; fire drills are held once a quarter. All visitors are required to check in at the school office upon arrival as well as departure from the school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	26	22	10	21	21	20	8	21	19	15	12
Mathematics	24	15	9	11	27	10	10	10	26	10	6	16
Science	22	13	13	5	23	8	18	2	20	13	19	
Social Science	21	14	12	4	24	12	9	10	21	17	8	14

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	440
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,801	\$403	\$4,951	\$63,004
District	N/A	N/A	\$2,559	\$70,163
Percent Difference: School Site and District	N/A	N/A	63.7	-10.8
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-28.2	-10.0

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

Types of Services Funded (Fiscal Year 2016-17)

Palo Verde High School provides a number of supplemental services to support and assist students. Small group tutoring is available after school with certificated teachers to assist students. A career center is open three hours each day to assist students in planning for college and careers. The career center also is a place for military recruiters to meet with students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,966	\$44,144
Mid-Range Teacher Salary	\$73,544	\$69,119
Highest Teacher Salary	\$94,852	\$86,005
Average Principal Salary (Elementary)	\$108,314	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$129,385	\$121,395
Superintendent Salary	\$230,000	\$178,104
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	3%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics		N/A
Science	2	N/A
Social Science		N/A
All courses	7	21.8

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional development for staff takes many different forms. Professional development days are outside the contracted days for which the staff is paid to attend and participate. Teachers are also sent to conferences outside of the District to better further the knowledge in their subject matter, or professional presentations are brought to the district for the staff. All staff members also participate in bimonthly professional learning community (PLC) meetings. These meetings are used for analyzing what is happening in the classroom; data is received through periodic testing as students move through the curriculum. During the 2016-17 school year, many of the days were utilized to focus on attendance data, writing and Lexile reading scores. During the 2017-18 school year, the professional development focus was on Direct Interactive Instruction, including the coaching cycle.