

Palo Verde High School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Palo Verde High School
Street	667 North Lovekin Boulevard
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-7148
Principal	Rachel Angel
Email Address	rangel@pvusd.us
School Website	pvhs.pvusd.us
County-District-School (CDS) Code	33-67181-3335759

2022-23 District Contact Information

District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	Tracie Kern
Email Address	tracie.kern@pvusd.us
District Website Address	www.pvusd.us

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	217
Grade 10	232
Grade 11	227
Grade 12	151
Total Enrollment	827

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	0.7
Asian	0.5
Black or African American	7.7
Filipino	0.2
Hispanic or Latino	71.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.8
White	16.9
English Learners	8.2
Foster Youth	0.6
Homeless	0.2
Migrant	0.4
Socioeconomically Disadvantaged	62.0
Students with Disabilities	13.2

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)	34.20	92.67	107.50	76.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.32	11.70	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.89	12.80	9.15	12115.80	4.41
Unknown	1.80	5.06	5.00	3.57	18854.30	6.86
Total Teaching Positions	36.90	100.00	140.00	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.40	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.30	
Total Out-of-Field Teachers	0.30	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.60	

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

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

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

All textbooks used in the core curriculum 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 7, 2022, 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 October 7, 2022.

Year and month in which the data were collected

October 7, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 - "myPerspectives" ~ Savvas AP Language and Composition - "The Language of Composition" ~ Bedford, Freeman & Worth AP Literature and Composition - "Literature & Composition" ~ Bedford, Freeman & Worth	Yes	0
Mathematics	Grades 9-11 - "Integrated Math I, II, and III" ~ Houghton-Mifflin Harcourt AP Calculus – "Single Variable Calculus Early Transcendentals" ~ Prentice Hall Statistics – "Stats Modeling the World, AP" ~ Pearson Consumer Math – "Lifestyle Math" ~ Academic Innovations	Yes	0
Science	Earth Science – "Inspire Earth Science" ~ McGraw-Hill Life Science – "Inspire Life Science" - McGraw-Hill Environmental Science/Ag – "Environmental Science" ~ Cengage Learning Biology – "Inspire Biology" ~ McGraw-Hill Honors Biology - "Inquiry Into Life" Ag Biology – "The Science of Agriculture, A Biological Approach" ~ Cengage Learning AP Biology – "AP Edition Biology" ~ Pearson Chemistry – "Inspire Chemistry" ~ McGraw-Hill Physics – "Inspire Physics" ~ McGraw-Hill AP Physics – "Physics" ~ Prentice Hall	Yes	0

History-Social Science	World History - "The Modern World"~ Prentice Hall World History Honors - "Civilizations in the West" ~ Prentice Hall U.S. History – "The Americans: Reconstruction to the 21st Century" ~ McDougal-Littell Civics – "American Government" ~ Magruder Economics – "Economics: Principles in Action" ~ Prentice Hall	Yes	0
Foreign Language	Spanish I - "Avancemos! Uno"~ Holt McDougal Spanish II - "Avancemos! Dos"~ Holt McDougal Spanish III - "El Espanol Para Nosotros Nivel 1"~ Glencoe McMillan/McGraw-Hill Spanish IV - "El Espanol Para Nosotros Nivel 2"~ Glencoe McMillan/McGraw-Hill AP Spanish - "Mundo 21"~ Houghton-Mifflin/Samaniego ITP	Yes	0
Health	Health – "Lifetime Health" ~ Holt	Yes	0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

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. Non Emergency 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 day. One campus security 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, assigned paraeducators, administrators and security personnel. During lunch, some teachers, assigned paraeducators, 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 paraeducators, 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. A School Resource Officer is on site all day long as well.

Year and month of the most recent FIT report

09/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		Broken and stained ceiling tile. Corrected and replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Boys restroom faucet off and girls restroom button missing on faucet. Faucets repaired. Leaking toilet and urinal in boys and girls restroom. Leak fixed.
Safety: Fire Safety, Hazardous Materials	X		Several extinguishers not signed. Extinguishers updated and signed off.
Structural: Structural Damage, Roofs	X		Roof damage on several buildings. Corrected and replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	16	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	161	88.46	11.54	41.61
Female	84	70	83.33	16.67	44.29
Male	98	91	92.86	7.14	39.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	132	119	90.15	9.85	43.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	35	29	82.86	17.14	27.59
English Learners	12	11	91.67	8.33	9.09
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	97	87	89.69	10.31	34.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	20	90.91	9.09	10.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	157	86.26	13.74	10.83
Female	84	67	79.76	20.24	10.45
Male	98	90	91.84	8.16	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	132	116	87.88	12.12	11.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	35	28	80.00	20.00	3.57
English Learners	12	10	83.33	16.67	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	97	84	86.60	13.40	8.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	20	90.91	9.09	5.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	21.6	NT	14.88	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	287	91.99	8.01	21.6
Female	148	134	90.54	9.46	14.18
Male	164	153	93.29	6.71	28.1
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	12	70.59	29.41	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	223	210	94.17	5.83	20.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	53	88.33	11.67	20.75
English Learners	19	18	94.74	5.26	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	169	156	92.31	7.69	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	31	79.49	20.51	0

2021-22 Career Technical Education Programs

The district provides Career Technical Education in Agriculture, Cyber Security, and Culinary.

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	583
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.82
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	32.94

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	59.41%	73.89%	57.92%	76.24%	74.75%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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, club activities and fine arts programs. 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, Career Technical Education 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 AERIES parent portal <https://paloverdeusd.asp.aeries.net/Student/LoginParent.aspx> for information about their particular student. The following websites also provide information for parents about the school: <http://www.pvhs.pvUSD.us> and <https://paloverdeusd.asp.aeries.net>. 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 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 Erin Joslin at (760) 922-7148.

To ensure the safety of our students, all volunteers are required to obtain a fingerprint clearance before they are permitted to volunteer.

For more information on how to become involved at the school, please contact Principal Rachel Angel at (760) 922-7148.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6	5.8		14.9	9.9		8.9	7.8
Graduation Rate		90.4	90.4		76.9	85.7		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	156	141	90.4
Female	76	68	89.5
Male	80	73	91.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	108	100	92.6
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	33	29	87.9
English Learners	14	12	85.7
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	113	99	87.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	33	24	72.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	899	861	447	51.9
Female	407	393	222	56.5
Male	492	468	225	48.1
American Indian or Alaska Native	8	7	5	71.4
Asian	5	4	0	0.0
Black or African American	74	68	48	70.6
Filipino	4	3	1	33.3
Hispanic or Latino	640	614	310	50.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	15	6	40.0
White	147	144	74	51.4
English Learners	76	74	43	58.1
Foster Youth	12	10	6	60.0
Homeless	5	3	1	33.3
Socioeconomically Disadvantaged	579	552	311	56.3
Students Receiving Migrant Education Services	3	2	1	50.0
Students with Disabilities	125	119	75	63.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.00	3.07	2.45
Expulsions	0.46	0.08	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	10.46	0.11	4.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.46	0.00
Female	8.35	0.00
Male	12.20	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	27.03	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	20.00	0.00
White	8.16	0.00
English Learners	6.58	0.00
Foster Youth	25.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.20	0.00

2022-23 School Safety Plan

A comprehensive school safety plan was initially developed for Palo Verde 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 January 2022. 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 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	28	15	4
Mathematics	22	18	11	5
Science	19	14	9	
Social Science	22	10	9	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	83		
Mathematics	11	69		
Science	10	38		
Social Science	12	57		

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	25	10	24	5
Mathematics	21	17	19	
Science	19	10	6	
Social Science	23	9	19	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	206.75

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,864	\$593	\$7271	\$88046
District	N/A	N/A	8663	\$81,309
Percent Difference - School Site and District	N/A	N/A	-17.5	8.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	9.8	10.6

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,195	\$48,503
Mid-Range Teacher Salary	\$78,955	\$74,912
Highest Teacher Salary	\$107,430	\$100,321
Average Principal Salary (Elementary)	\$114,792	\$122,160
Average Principal Salary (Middle)		\$127,632
Average Principal Salary (High)	\$148,107	\$137,578
Superintendent Salary	\$180,000	\$198,665
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11
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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	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	2
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

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 weekly 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. During the 2018-19 school year, the focus on Direct Interactive Instruction continued with differentiated training for Year 1 and Year 2 participants. During the 19-20 school year, the focus for professional development has been on deconstruction of standards, Direct Interactive Instruction and curriculum training in English and Mathematics. During the 20-21 school year, the focus for professional development has been on ELD integration within English and Social Science, Virtual Learning trainings and Universal Design for Learning. During the 21-22 school year, the focus for professional development has continued with a focus on Corrective Reading, Universal Design for Learning, Virtual Learning trainings and ELD integration with Mathematics, Science and Social Science. During the 22-23 school year, the focus for professional development has continued with a focus on NGSS Science training, Direct Interactive Instruction, the use of PBIS at the secondary level.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	10	10