

# Palo Verde High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Palo Verde High School
<b>Street</b>	667 North Lovekin Boulevard
<b>City, State, Zip</b>	Blythe, CA 92225
<b>Phone Number</b>	(760) 922-7148
<b>Principal</b>	Jack Reed
<b>Email Address</b>	jack.reed@pvusd.us
<b>School Website</b>	pvhs.pvusd.us
<b>County-District-School (CDS) Code</b>	33-67181-3335759

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### 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.

### School Vision Statement

Palo Verde High School - Building a strong academic foundation and post-secondary opportunities for all students through the support of parents 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	1
Grade 9	225
Grade 10	217
Grade 11	186
Grade 12	189
Total Enrollment	820

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.2%
Asian	0.2%
Black or African American	7.3%
Filipino	0.2%
Hispanic or Latino	72%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.7%
White	17.2%
English Learners	6%
Foster Youth	1.1%
Homeless	2%
Migrant	0.6%
Socioeconomically Disadvantaged	77.1%
Students with Disabilities	12.6%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.20	92.67	107.50	76.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	2.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	1.32	11.70	8.35	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.89	12.80	9.15	12115.80	4.41
<b>Unknown</b>	1.80	5.06	5.00	3.57	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.90	76.85	101.90	62.13	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.00	4.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	4.69	16.00	9.77	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	4.69	22.00	13.43	11953.10	4.28
<b>Unknown</b>	5.30	13.74	16.00	9.77	15831.90	5.67
<b>Total Teaching Positions</b>	39.00	100.00	164.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.80
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.40</b>	<b>1.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.80
Local Assignment Options	0.30	1.00
<b>Total Out-of-Field Teachers</b>	<b>0.30</b>	<b>1.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	5.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.6	10.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 September 5, 2023, 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 September 5, 2023.

Year and month in which the data were collected

September 5, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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

<b>History-Social Science</b>	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
<b>Foreign Language</b>	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
<b>Health</b>	Health – "Lifetime Health" ~ Holt	Yes	0
<b>Visual and Performing Arts</b>			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, some 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. A School Resource Officer is on site all day long as well.

**Year and month of the most recent FIT report**

10/26/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Light covers need to be cleaned. Work order to have them cleaned entered.

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			One light in Girls RR out. Work order entered to have it fixed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Two fire extinguisher not signed. Extinguishers updated and signed off.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	32	30	28	47	46
<b>Mathematics</b> (grades 3-8 and 11)	11	6	16	16	33	34

## 2022-23 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
<b>All Students</b>	153	133	86.93	13.07	32.33
<b>Female</b>	60	49	81.67	18.33	30.61
<b>Male</b>	93	84	90.32	9.68	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	113	101	89.38	10.62	33.66
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	20	71.43	28.57	30.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	120	105	87.50	12.50	31.43
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	27	87.10	12.90	11.11

## 2022-23 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
<b>All Students</b>	153	135	88.24	11.76	5.93
<b>Female</b>	60	49	81.67	18.33	0.00
<b>Male</b>	93	86	92.47	7.53	9.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	113	102	90.27	9.73	2.94
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	21	75.00	25.00	23.81
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	120	107	89.17	10.83	5.61
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	31	27	87.10	12.90	3.70

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.60	20.57	14.88	13.89	29.47	30.29

## 2022-23 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	324	293	90.43	9.57	20.48
Female	142	121	85.21	14.79	15.70
Male	182	172	94.51	5.49	23.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	241	221	91.70	8.30	19.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	49	83.05	16.95	20.41
English Learners	16	14	87.50	12.50	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	237	217	91.56	8.44	17.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	42	91.30	8.70	4.76

## 2022-23 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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	568
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.8
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.02
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	38.3

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	62%	58%	60%	59%	62%

## 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.

#### 2023-24 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 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 at @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 Jack Reed 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	3.4	5.8	3.2	15.5	9.9	7.9	9.4	7.8	8.2
<b>Graduation Rate</b>	96.6	90.4	96.8	79.3	85.7	91.1	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	185	179	96.8
<b>Female</b>	87	85	97.7
<b>Male</b>	98	94	95.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	140	135	96.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	32	31	96.9
<b>English Learners</b>	14	12	85.7
<b>Foster Youth</b>	0	0	0.00
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	141	135	95.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	18	15	83.3

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	877	847	325	38.4
Female	407	390	152	39.0
Male	469	456	173	37.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	3	3	0	0.0
Black or African American	74	68	38	55.9
Filipino	2	2	0	0.0
Hispanic or Latino	620	601	222	36.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	15	14	7	50.0
White	151	147	55	37.4
English Learners	60	56	22	39.3
Foster Youth	11	11	8	72.7
Homeless	23	22	20	90.9
Socioeconomically Disadvantaged	678	660	283	42.9
Students Receiving Migrant Education Services	8	7	1	14.3
Students with Disabilities	121	116	65	56.0

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	10.46	14.48	0.11	4.27	8.77	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.48	0
Female	12.29	0
Male	16.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	37.84	0
Filipino	0	0
Hispanic or Latino	13.55	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	26.67	0
White	6.62	0
English Learners	8.33	0
Foster Youth	18.18	0
Homeless	30.43	0
Socioeconomically Disadvantaged	17.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	28.1	0

## 2023-24 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 September 2023. 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.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	18	17	7
Mathematics	23	15	15	3
Science	19	6	8	0
Social Science	23	12	10	7

## 2022-23 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	273.33

## 2022-23 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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,296	\$689	\$9607	\$90,029.61
District	N/A	N/A	\$11,212.59	\$81,851
Percent Difference - School Site and District	N/A	N/A	-15.4	9.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	23.2	9.4

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$55,323	\$50,875
<b>Mid-Range Teacher Salary</b>	\$82,113	\$79,761
<b>Highest Teacher Salary</b>	\$111,727	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$114,792	\$128,154
<b>Average Principal Salary (Middle)</b>	\$0	\$131,774
<b>Average Principal Salary (High)</b>	\$148,107	\$142,676
<b>Superintendent Salary</b>	\$180,000	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	25.92%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	4.12%	5.49%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	7.6
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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
<b>Computer Science</b>	0
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	1
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	4

## 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10