Palo Verde High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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	Jack Reed
Email Address	jack.reed@pvusd.us
School Website	pvhs.pvusd.us
Grade Span	9-12
County-District-School (CDS) Code	33-67181-3335759

2025-26 District Contact Information

District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	April Smith
Email Address	asmith@pvusd.us
District Website	www.pvusd.us

2025-26 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.

2025-26 School Description and Mission Statement

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.

Palo Verde Unified School District School Board Goals
Provide a positive, safe, and healthy environment for all students and staff.
Improve student achievement through the articulation of curriculum across grade levels and school sites, focusing on academic proficiency to prepare students for graduation and to be successful and responsible citizens.
Create a balanced budget and allocate funds to educate students to the best of our abilities in keeping within fiscal and educational restrictions and limitations.
Recruit and retain qualified and competent personnel with good communication skills who are student-focused.
Enhance the active participation with the Palo Verde Unified School District through improving external communication with the community and all key stakeholders by creating a culture of ownership and responsibility to our schools based on trust and mutual respect.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	219
Grade 10	193
Grade 11	173
Grade 12	155
Total Enrollment	740

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.6
Non-Binary	0.1
American Indian or Alaska Native	0.8
Asian	0.4
Black or African American	7.2
Filipino	0.7
Hispanic or Latino	72.8
Two or More Races	2.2
White	15.1
English Learners	5.9
Foster Youth	0.9
Homeless	2.2
Migrant	0.4
Socioeconomically Disadvantaged	77
Students with Disabilities	15.3

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.

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)	29.9	76.85	101.9	62.13	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8	4.9	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	4.69	16	9.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	4.69	22	13.43	11953.1	4.28
Unknown/Incomplete/NA	5.3	13.74	16	9.77	15831.9	5.67
Total Teaching Positions	39	100	164	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.8	75.2	102.7	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	1	2.61	7	4.35	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	2.17	18.3	11.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	5.22	25.3	15.76	11746.9	4.23
Unknown/Incomplete/NA	5.6	14.78	7.6	4.76	14303.8	5.15
Total Teaching Positions	38.3	100	161	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	31.6	81.23	95	59.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.5	2.82	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	17.3	10.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	5.55	30.6	19.2	12112.8	4.34
Unknown/Incomplete/NA	5.1	13.19	11.9	7.5	13705.8	4.91
Total Teaching Positions	38.9	100	159.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.80	0.8	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	0.8	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0	0.8
Local Assignment Options	1.00	2	1.3
Total Out-of-Field Teachers	1.80	2	2.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.4	9.8	7.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.2	12.5	10.6

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

2025-26 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 16, 2025, 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 16, 2025.

Year and month in which the data were collected	September 16, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	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	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	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	0
Health	Health – "Lifetime Health" ~ Holt	0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

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

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.

Three campus security officers and one School Resource Officer secures 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 paraeducators; when staffed, 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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	11/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC supply missing grill (room 26). Loose HVAC grill (room 43). Work orders submitted.
Interior: Interior Surfaces			X	Broken wall tile and dirty return grill (boys' locker room). Loose ceiling tiles (room 22). Loose ceiling tiles (nurse's office). Work orders completed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Dirty exhaust grill and loose ceiling component (MPR). Work order completed.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Webs in windows. Urinal won't drain and two faucets off. Hole in ceiling and low pressure at faucet. (Boys' restroom). Low pressure at faucet (girls' restroom). Work orders completed.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	30	29	29	47	48
Mathematics (grades 3-8 and 11)	9	6	16	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	133	80.12	19.88	30.08
Female	82	64	78.05	21.95	35.94
Male	84	69	82.14	17.86	24.64
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	15	93.75	6.25	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	113	92	81.42	18.58	29.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	21	67.74	32.26	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	97	78.86	21.14	25.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	18	90.00	10.00	11.11

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	127	76.51	23.49	6.30
Female	82	59	71.95	28.05	6.78
Male	84	68	80.95	19.05	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	14	87.50	12.50	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	113	88	77.88	22.12	5.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	20	64.52	35.48	10.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	93	75.61	24.39	4.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	18	90.00	10.00	0.00

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.

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.77	15.44	10.61	11.67	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	315	270	85.71	14.29	13.70
Female	150	125	83.33	16.67	12.00
Male	164	144	87.80	12.20	14.58
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	22	21	95.45	4.55	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	217	188	86.64	13.36	11.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	59	46	77.97	22.03	23.91
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	195	85.90	14.10	10.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	31	93.94	6.06	6.45

2024-25 Career Technical Education Programs

The Palo Verde High School Career and Technical Education (CTE) Program offers students a diverse range of hands-on learning experiences designed to prepare them for future careers and vocational opportunities. Our on-campus offerings include specialized programs in Agriculture, Cyber Security, and Culinary Arts. Each program is tailored to equip students with practical skills and knowledge that can be applied immediately in the workforce or further education. Through engaging coursework and real-world projects, students gain valuable insights into each field, fostering both their creativity and problem-solving abilities.

In addition to our on-campus programs, Palo Verde High School partners with Palo Verde Community College to provide dual enrollment courses in Automotive, Welding, Construction, and Computer Graphics. This collaboration allows high school students to earn college credits while still in high school, giving them a head start on their post-secondary education. Our District Career Technical Advisory Committee, represented by Mrs.Paula Johnson, plays a crucial role in shaping the direction of our CTE programs. The committee consists of members from various agricultural industries within the area, ensuring that our curriculum aligns with current industry standards and meets the needs of local employers. Through these efforts, we aim to create a robust educational environment that empowers students to pursue successful careers in their chosen fields.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	410
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.83
Graduates Who Completed All Courses Required for UC/CSU Admission	29.3

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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	85.4%	88.0%	86.1%	87.3%	91.8%

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.

2025-26 Opportunities for Parental Involvement

Palo Verde High School is committed to ensuring that parents and guardians are provided with opportunities to be involved in their children's education, in accordance with the Palo Verde Unified School District (PVUSD) Administrative Regulation AR 6020. Our goal is to develop independent lifelong learners by building a strong partnership between home and school.

Active Parent/Guardian Engagement
Parents and guardians are invited and encouraged to participate actively in the school's decision-making and support structures. These groups provide an organized, ongoing, and timely way to participate in the planning, review, and improvement of school programs.

Decision-Making Groups: Parents are encouraged to serve on key decision-making bodies, including the School Site Council (SSC), which approves the school site plan and oversees the budget, and the English Learner Advisory Committee (ELAC). Parents may also serve on the Future Farmers of America Advisory, Career Technical Education Advisory, and Western Association of Schools and Colleges (WASC) focus groups.

Volunteering & Support: Parents are welcome to volunteer for special projects, chaperone school events, and support student activities through booster clubs for the band and athletic programs. To ensure student safety, all volunteers are required to obtain a fingerprint clearance before being permitted to volunteer.

Annual and Flexible Meetings: The school convenes an Annual Title I Meeting at a convenient time to inform all parents of participating students about the school's participation in Title I, explain Title I requirements, and discuss the rights of parents to be involved. We offer a flexible number of meetings (e.g., mornings or evenings) to accommodate parent/guardian schedules.

Open Invitations: An open invitation is extended to parents to participate in Open House, Back-to-School Night, club activities, and fine arts programs.

Building School-Home Partnership
The school ensures strong communication and provides resources to help parents support their children's academic success.

School-Parent Compact: Palo Verde High School jointly develop with parents of participating students a School-Parent Compact. This compact outlines how parents, the entire school staff, and students share responsibility for improved student academic achievement. The compact addresses the school's responsibility to provide high-quality instruction and the ways parents will support learning (e.g., monitoring attendance and homework).

Information Accessibility: School-to-home communication, including notices, information on school and parent programs, meetings, and activities, is provided in both English and Spanish (to the extent practicable), in a format and language that family members can understand.

Academic Information: We provide parents with timely information about Title I programs, a description and explanation of the school's curriculum, the forms of academic assessment used, and the proficiency levels students are expected to meet.

Digital Resources: Parents may visit the AERIES parent portal at https://paloverdeusd.asp.aeries.net/Student/LoginParent.aspx for information regarding their particular student's academic progress, attendance, grades, and homework. Other school websites are also available: http://www.pvhs.pvusd.us and https://paloverdeusd.asp.aeries.net. Social media is also used to keep the community updated on activities and events.

Training and Support: For parents who wish to help their student succeed, parenting classes are offered to teach effective strategies for supporting their student's education at home. The school also organizes several parent meetings during the year to discuss grade level expectations, FAFSA workshops, and other items of importance.

Removing Barriers to Participation
The school is committed to providing full opportunities for the participation of all parents and family members.

Translation/Accommodation: To the extent practicable, translation and interpreter services or other accommodations are provided at meetings involving parents and family members to encourage their full participation.

Identification of Barriers: The school's parent/guardian and family engagement policy is evaluated annually to identify and address barriers to participation, particularly for parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

2025-26 Opportunities for Parental Involvement

Contact Information:
Any parent who wishes to donate their time and talents, or would like more information on how to become involved at the school, may contact Principal Jack Reed or School Secretary Rosemary Pacheco 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.2	1.9	4.9	7.9	10.7	8.6	8.2	8.9	8
Graduation Rate	96.8	91.9	93.3	91.1	84	88.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	163	152	93.3
Female	77	69	89.6
Male	85	82	96.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	11	6	54.5
Filipino	--	--	--
Hispanic or Latino	111	108	97.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	30	28	93.3
English Learners	17	16	94.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	129	121	93.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	19	15	78.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	779	758	257	33.9
Female	368	358	140	39.1
Male	410	399	117	29.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	61	56	25	44.6
Filipino	--	--	--	--
Hispanic or Latino	559	549	185	33.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	5	31.3
White	123	117	37	31.6
English Learners	49	48	16	33.3
Foster Youth	14	13	7	53.8
Homeless	18	17	11	64.7
Socioeconomically Disadvantaged	610	591	223	37.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	119	57	47.9

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.48	11.86	7.83	8.77	7.21	4.09	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.73	0.39	0	0.47	0.16	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.83	0.39
Female	5.16	0.27
Male	10.24	0.49
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	26.23	1.64
Filipino	0.00	0.00
Hispanic or Latino	6.26	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.13	0.81
English Learners	4.08	0.00
Foster Youth	35.71	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	8.69	0.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.49	0.79

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

2025-26 School Safety Plan

Palo Verde High School is committed to providing a safe, secure, and peaceful learning environment. We maintain a Comprehensive School Safety Plan (CSSP) that meets the requirements of California Education Code (EC) sections 32280–32289.5.

Plan Development, Review, and Availability
Development and Collaboration: The CSSP was initially developed and is updated annually in collaboration with local law enforcement, fire protection agencies, and district administration. It is subject to review by a committee that includes the principal or designee, teachers, and a parent representative.

Annual Update and Adoption: The CSSP is reviewed and updated annually, with the full plan adopted by the School Site Council and/or governing board by March 1 of each year.

Most Recent Update: The most recent review, update, and associated staff training related to the CSSP took place in June 2025.

Public Access: An updated copy of the Comprehensive School Safety Plan is available for public inspection at the Palo Verde Unified School District office and the Palo Verde High School office. (Note: Portions related to tactical responses to criminal incidents are confidential and not publicly disclosed.)

Required Components of the School Safety Plan
The plan includes an assessment of the current status of school crime committed on campus and at school-related functions, and addresses the school's procedures for complying with existing laws related to school safety. The components include, but are not limited to:
Emergency Procedures: Detailed routine and emergency disaster response procedures, including specific protocols for active threats/armed assailants and adaptations for students with disabilities.
Earthquake & Fire Drills: Earthquake preparedness (Drop, Cover, and Hold On) drills are conducted at least once per semester; fire drills are held at least once per quarter. The school is equipped with an earthquake emergency procedure system.
Threat Assessment: Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity or threats of a dangerous nature.
Child Abuse Reporting: Procedures for mandatory reporting of child abuse and neglect, consistent with the California Penal Code.
Dangerous Pupil: Procedures to ensure the notification of teachers about students who may pose a danger, as consistent with EC 49079.
Safe Ingress & Egress: Procedures for the safe arrival and departure from school for students, parents, and employees, including visitor check-in and checkout. All visitors are required to check in at the school office upon arrival and departure.
Discipline & Harassment: Clear rules and procedures regarding school discipline (suspension and expulsion), and a written policy prohibiting discrimination, harassment, intimidation, and bullying (including cyberbullying), and hate crimes.
Dress Code: The school's dress code policy, including provisions that prohibit pupils from wearing gang-related apparel (if applicable).
Immigration Enforcement: Procedures specifically designed to notify parents, teachers, and staff of the presence of immigration enforcement officers on campus, as required by law (e.g., SB 98).
Security Personnel: Palo Verde High School is supported by a dedicated School Resource Officer and three Campus Security Officers to help maintain a safe and orderly environment conducive to learning.
Opioid Overdose: The plan includes a protocol for student opioid overdose prevention and response (EC 32282).

The student handbook further outlines school policies and procedures concerning emergency situations, school bus safety, campus behavior, first aid, illness, health issues, and special services.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	18	19	5
Mathematics	19	23	9	1
Science	20	11	8	
Social Science	22	14	11	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	15	17	4
Mathematics	20	17	9	5
Science	21	9	11	
Social Science	21	15	8	4

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	370

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$12,429	$2,232	$10,197	$102,575
District	N/A	N/A	$15,631	$98,261
Percent Difference - School Site and District	N/A	N/A	-42.1	16.5
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-5.5	15.7

Fiscal Year 2024-25 Types of Services Funded

At Palo Verde High School for the 2024-2025 school year, we are committed to providing a comprehensive range of services designed to support student success, well-being, and post-secondary planning.

Academic Support and Intervention

Fiscal Year 2024-25 Types of Services Funded

We offer targeted programs to ensure all students can maintain academic standing and achieve proficiency:

After School Tutoring: Students can receive personalized academic assistance from certificated teachers across various subjects. This program helps students struggling with coursework and reinforces concepts learned in class.
Saturday School for Attendance Recovery: This program is specifically designed for attendance recovery, allowing students to catch up on missed work and maintain their academic standing under the guidance of qualified educators.

College and Career Planning
Our counselors and support programs equip students with essential tools for post-secondary success:

TRIO Upward Bound Program: We continue our strong partnership with the Palo Verde College Upward Bound program, which is part of the federally-funded TRIO initiative. This program provides eligible high school students with counseling, advising, and resources to prepare for success in higher education.
Scholarship and FAFSA Workshops: Academic counselors conduct workshops to provide students and parents with essential knowledge for navigating the financial aid process and securing scholarships for college.
Military and Career Resources: Students benefit from military recruiter visits during lunchtime, as well as career fairs and college trips organized by our counseling staff, providing a well-rounded view of post-secondary options and career pathways.
Mock Trial Competition: We support participation in the Mock Trial competition, which provides students with hands-on experience in law, public speaking, and critical thinking.

Health, Wellness, and Enrichment
We invest in student well-being and enrichment opportunities through both academic and extracurricular activities:

On-Campus Counseling Services: Our partnership with the Latino Commission Counseling Center is strengthened by providing the Center with an on-campus office. This allows students to attend appointments with a Latino Commission Counselor directly on the school premises, ensuring immediate and consistent access to professional mental health and emotional support services.
Peer Mediation: We offer a Peer Mediation service to empower students to resolve conflicts peacefully, promoting a more positive and respectful school climate.
Expanded Learning Opportunities Program (ELOP): We supported ELOP activities throughout the year to provide additional enrichment, educational, and recreational opportunities beyond the regular school day.
Athletics and Fine Arts: We provide support for a full range of extracurricular activities, including CIF athletics and fine arts performances. This includes supporting our band's ability to participate in parades and performances, fostering teamwork, discipline, and school spirit.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$61,523	$57,978
Mid-Range Teacher Salary	$91,315	$89,612
Highest Teacher Salary	$124,249	$117,194
Average Principal Salary (Elementary)	$125,771	$143,632
Average Principal Salary (Middle)		$149,447
Average Principal Salary (High)	$150,065	$162,334
Superintendent Salary	$185,400	$234,076
Percent of Budget for Teacher Salaries	23.53%	27.81%
Percent of Budget for Administrative Salaries	3.81%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.3

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	5
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Palo Verde High School is committed to continuous professional growth for all staff, utilizing both in-house collaboration and external expertise to elevate instructional practices and foster a positive school culture.

Focus on Social-Emotional Learning and School Culture
To strengthen relationships and enhance the learning environment, the school has implemented a foundational, year-long training initiative:
Capturing Kids' Hearts (CKH) Training: In lieu of the traditional Summer Institute, all staff participated in the initial intensive training for the Capturing Kids' Hearts program. This ongoing development initiative is dedicated to transforming the school's culture by focusing on relational capacity, student engagement, and social-emotional learning techniques that improve classroom discipline and instructional outcomes.

Collaborative and Sustained Professional Learning
We maintain a robust structure for ongoing support, data analysis, and professional refinement:
Professional Learning Communities (PLCs): All teachers participate in weekly Professional Learning Community (PLC) meetings led by their department chairs. These meetings are an essential space for educators to collaboratively analyze student data, discuss instructional practices, and identify specific academic and behavioral supports needed by students.

Targeted In-House Training: Monthly in-house faculty meetings focus on vital areas such as English Language Development (ELD) strategies, school safety, attendance protocols, and other operational issues crucial for effective school function.

Annual Compliance Training: To ensure all staff members meet legal and ethical requirements, all employees are required to complete annual Keenan Trainings on topics including mandatory reporting, harassment prevention, and other critical compliance issues.

External Resources and Expanding Expertise
Staff members are encouraged to broaden their perspectives and remain current with innovative educational practices:

Staff are supported in attending conferences and workshops organized by the Riverside County Office of Education and reputable professional organizations such as Solution Tree and ACSA. These experiences expose educators to innovative practices and current research, which are then integrated into the school's instructional planning.

This comprehensive professional development ecosystem prioritizes continuous learning, cultural adaptation, and compliance,

Professional Development

ensuring staff are equipped to meet the diverse needs of all students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10