

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Twin Palms Continuation School

2014-15
School Accountability Report Card
Published in 2015-16

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Principal
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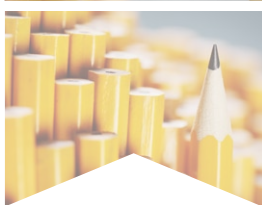
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www.pvusd.us

SARC



Principal's Message

At Twin Palms Continuation School, our dedicated staff works very hard to develop independent and lifelong learners. We encourage parents to support our staff in this effort. Opportunities for participation include conferences, open house and Back-to-School Night, fundraisers, information workshops, and other events that foster our student's educational growth. Twin Palms Continuation School also endorses Palo Verde College's parent-education workshops, which assist parents who wish to help their student succeed in school. These parenting classes also teach effective strategies on how to help and support the educational process at home.

We also invite parents to serve on the School Site Council (SSC) to actively engage in decision-making processes that provide community resources, services and opportunities for Twin Palms students. The SSC is a very important stakeholder group on campus. We elect members at the beginning of each school year and invite three parents or other members of the community to serve our students. If you would like more information about SSC or any other involvement opportunity, please contact the office.

Maintaining a group of informed parents is also a priority for the staff. As a result, Twin Palms employs a number of methods to ensure parents remain informed of their student's efforts and academic achievements. We provide progress reports every week and quarterly report cards. Special announcements about school policies, school events and schedules are distributed in newsletters and flyers that are sent home with students, and translated materials are available upon request. The school also utilizes the TeleParent and Illuminate Parent Portal system. The school website—its URL is located on the front page of this document—also provides additional information. These three pieces of technology are becoming increasingly valuable for providing parents with up-to-date or real-time information as we forge further into the Information Age.

In addition to these resources, we also established a Parent Teacher Organization (PTO) to support extracurricular student needs. Please see the school principal for more information regarding PTO membership and meeting dates.

For more information on how to become involved at the school, contact Principal Rachel Angel at (760) 922-4884 or rangela@pvusd.us.

Parental Involvement

Parents and community members are caring and committed individuals who support the education program at Twin Palms Continuation School. Along with the School Site Council (SSC) and English Learner Advisory Committee (ELAC), board members, community service organizations, and parent volunteers dedicate time to volunteer in the classrooms. Community organizations and area businesses contribute incentive rewards for academic excellence and good citizenship. Parent education classes are also offered on the campus to help guide parents in their effort to improve their child's education and social development. Parents are also encouraged to join our Parent Teacher Club. This group fundraises to provide extra items for the school. It also works to provide activities for student involvement, like grad night, senior trip and college trips. The partnerships developed between the school and community volunteers and organizations enhance the experience of all the students at Twin Palms Continuation School.

Parents and students are able to keep updated and informed by viewing our school website at www.pvusd.us/tpcs. Through the Internet, one can access school information such as the student handbook, graduation requirements, the school safety plan, etc. Twin Palms also uses Illuminate Home Connection, which allows parents to view grades, attendance and behavior online. For an application to Parent Connection, please call the school. For more information on how to become involved, contact Principal Rachel Angel at (760) 922-4884 or rangela@pvusd.us.

School Safety

The school site safety plan was initially developed for Twin Palms Continuation 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 of dangerous-pupil procedures, disaster-response procedures, safe arrival and departure practice to and from school, sexual harassment policies, dress code, and other items related to the safety of staff and students.

In August 2015, the School Site Council (SSC) discussed the school safety plan and made changes to reflect personnel and updates in best practice. Additionally, the principal met with school staff to communicate emergency-response assignments and the specific role that each entails.

Further, a schoolwide staff meeting occurred, which covered the updated safety plan and emergency procedures. An updated copy of the school safety plan is available to the public at either the Palo Verde Unified School District office or the TPCS office. The school safety plan was last reviewed and approved by our SSC and governing board on August 2015.

School Mission Statement

We will strive to make a high school diploma a reality for every student.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



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District Mission Statement

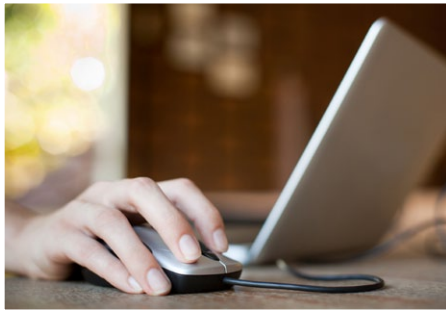
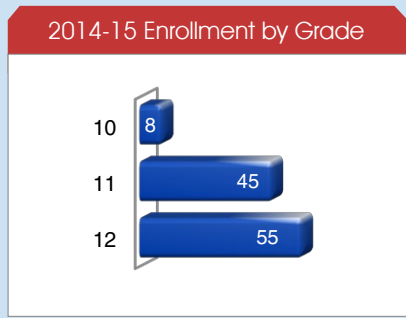
Our mission is to enrich, empower and enhance our students' lives through education.

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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



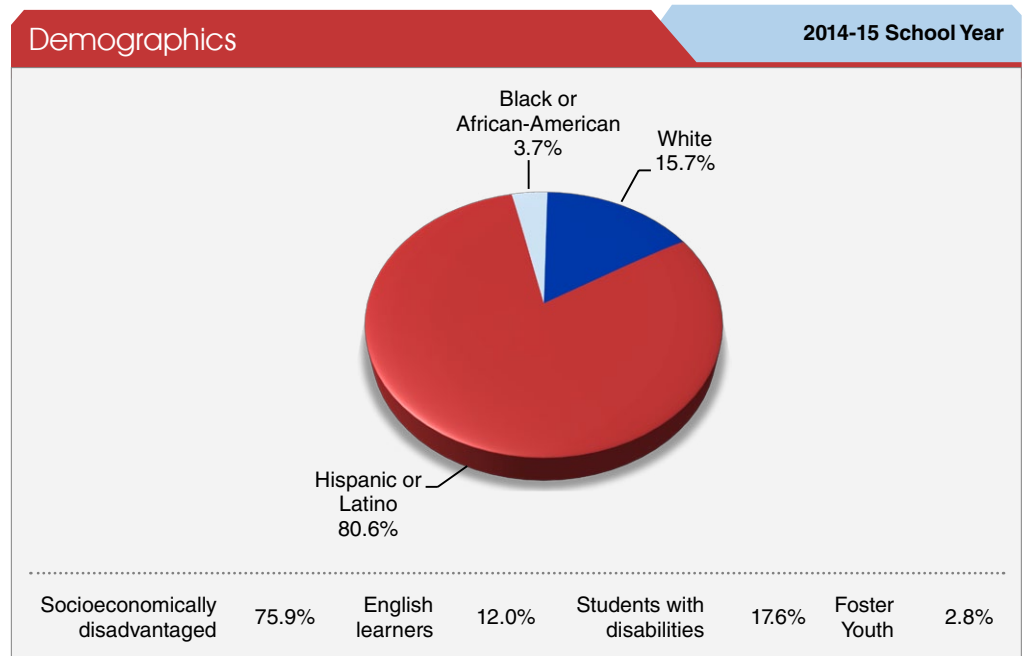
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Twin Palms CS			
	12-13	13-14	14-15
Suspension rates	26.0%	29.8%	8.8%
Expulsion rates	0.7%	1.2%	0.0%
Palo Verde USD			
	12-13	13-14	14-15
Suspension rates	7.7%	8.3%	8.9%
Expulsion rates	0.0%	0.1%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

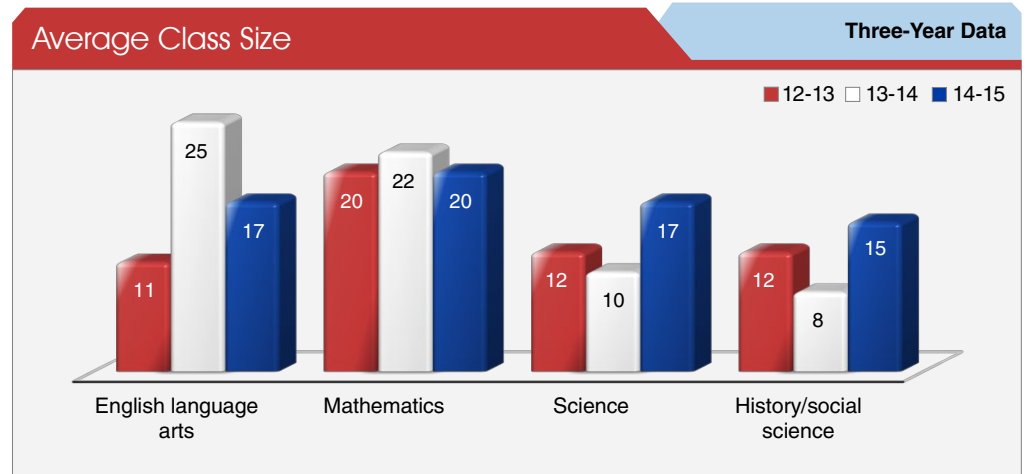
Enrollment by Student Group

The total enrollment at the school was 108 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size

Subject	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	2		3			5		
Mathematics	1	2		1	2		4		
Science	3	1		4	1		2	2	
History/social science	7	1		11	2		4	3	

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Twin Palms CS	Palo Verde USD	California	
Met overall AYP	Yes	No	Yes	
Met participation rate:				
English language arts	Yes	No	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	*	Yes	Yes	
Met graduation rate	Yes	Yes	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Twin Palms CS	Palo Verde USD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2005-2006	2007-2008	
Year in Program Improvement	Year 5	Year 3	
Number of Title I schools currently in Program Improvement		6	
Percentage of Title I schools currently in Program Improvement		100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.



Professional Development

For each of the previous three years, all teachers received invitations to attend at least three staff development days. These development opportunities focused on strategies to effectively check for understanding, instruct English learners, and implement schoolwide positive behavior interventions and supports. More recently, we provided our faculty with training regarding the Common Core and its implementation in our district. During August 2015, all TPCS faculty received an invitation to participate in Thinking Maps training, Google Classroom and Social Emotional Learning. Also, all TPCS staff members participate in biweekly Professional Learning Community meetings and collaborate to analyze data and respond with appropriate instructional strategies or behavior interventions.

Additionally, PVUSD participates with the Riverside County Office of Education (RCOE) Center for Teacher Innovation (CTI) program for new teachers. In addition to CTI support, teachers who face instructional challenges are encouraged to participate in the Peer Assistance Review (PAR) program. This will allow the developing teacher to work closely with someone who is proficient in their craft and can help enhance the instructional effectiveness of the developing teacher.

In order to address the needs of our English learners, PVUSD employs an English learner coordinator who provides data, instructional support, and updated materials and information to our staff. This dedicated individual also provides direction for the use of Educator's Assessment Data Management System and other resources to identify our English learners and assess their current levels.

Professional Development Days

2013-14	4 days
2014-15	10 days
2015-16	6 days

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Twin Palms CS			Palo Verde USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	❖	8%	❖	31%	32%	28%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	28%	
All students at the school	❖	
Male	❖	
Female	❖	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	❖	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Twin Palms CS	Palo Verde USD	California
English language arts/literacy	❖	20%	44%
Mathematics	❖	16%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	55	41	74.5%	95%	5%	0%	0%
Male		27	49.1%	96%	4%	0%	0%
Female		14	25.5%	93%	7%	0%	0%
Black or African-American		2	3.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		34	61.8%	97%	3%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		5	9.1%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		33	60.0%	94%	6%	0%	0%
English learners		4	7.3%	❖	❖	❖	❖
Students with disabilities		3	5.5%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.8%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	55	42	76.4%	98%	2%	0%	0%
Male		28	50.9%	96%	4%	0%	0%
Female		14	25.5%	100%	0%	0%	0%
Black or African-American		2	3.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		35	63.6%	97%	3%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		5	9.1%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		34	61.8%	97%	3%	0%	0%
English learners		5	9.1%	❖	❖	❖	❖
Students with disabilities		3	5.5%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.8%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Twin Palms Continuation School.

Students Scoring at Proficient or Advanced Levels

Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Twin Palms CS	❖	❖	❖	❖	❖	❖
Palo Verde USD	38%	31%	33%	47%	38%	28%
California	57%	56%	58%	60%	62%	59%

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Achieving at Each Performance Level

2014-15 School Year

	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	67%	21%	13%
Mathematics	72%	24%	5%

Career Technical Education Programs

Although Twin Palms Continuation School does not currently operate a Career Technical Education program, the students have opportunities to acquire career-related skills through participation in the Palo Verde College elective program, Senior Project course and embedded strategies in the core classrooms that offer marketable skills in the workplace.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

Twin Palms CS

2014-15 Participation

Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (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 Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission

2013-14 and 2014-15 School Years

	Twin Palms CS
	Percentage of students enrolled in courses required for UC/CSU admission in 2014-15
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	0.00%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





*"At Twin Palms Continuation School,
our dedicated staff works very hard to develop
independent and lifelong learners."*



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Twin Palms CS	Palo Verde USD	California
All students	41.43%	74.18%	84.60%
Black or African-American	42.86%	52.38%	76.00%
American Indian or Alaska Native	❖	50.00%	78.07%
Asian	❖	66.67%	92.62%
Filipino	❖	100.00%	96.49%
Hispanic or Latino	40.00%	74.43%	81.28%
Native Hawaiian or Pacific Islander	❖	❖	83.58%
White	50.00%	80.56%	89.93%
Two or more races	❖	❖	82.80%
Socioeconomically disadvantaged	41.38%	70.21%	81.36%
English learners	42.86%	52.94%	50.76%
Students with disabilities	28.57%	64.52%	61.28%
Foster youth	❖	❖	❖

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Twin Palms CS	*	*	*	*	*	*
Palo Verde USD	70.47%	81.67%	74.62%	22.40%	13.10%	19.70%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

* Alternative Schools Accountability Model (ASAM) participating schools that are not direct funded charter (DFC) schools and not County Office of Education administered receive the districtwide rate.

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Types of Services Funded

Twin Palms Continuation School provides a number of supplemental services to support and assist students. During the school year, the School Site Council (SSC) allocates categorical funds from Title I, School Improvement Program (SIP), Economic Impact Aid/Limited English Proficient (EIA/LEP) and Block Grant funds for appropriate use. The expenses incurred during the school year support the school plan and are consistently examined to ensure that we meet the current needs of our students.

Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by subject at the school.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

Textbooks and Instructional Materials

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

On October 6, 2015, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district.

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

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) or instructional materials, or both, to use in class and to take home.
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.
4. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired in October 2015.

Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	<i>Language of Literature, McDougal Littell</i>	2002
Mathematics	<i>Algebra 1, Prentice Hall</i>	2002
Mathematics	<i>Pre-Algebra, Prentice Hall</i>	2002
Mathematics	<i>Integrated Mathematics 1, 2, 3; Houghton Mifflin Harcourt</i>	2015
Science	<i>Life Science, Glencoe</i>	2002
Science	<i>World Biology, Prentice Hall</i>	2002
Science	<i>Earth Science, Prentice Hall</i>	2006
History/social science	<i>American Government, McDougal Littell</i>	2004
History/social science	<i>World History, Prentice Hall</i>	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2015-16 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			10/23/2014★
Date of the most recent completion of the inspection form			10/23/2014★
★ The last school site inspection took place on October 23, 2014. Twin Palms Continuation School was not inspected in the 2015-16 school year as it is a Tier III school.			

School Facilities

Twin Palms Continuation School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Twin Palms Continuation School occupies the former Palo Verde College campus adjacent to the Palo Verde High School. The facility was originally built in the late 1960s. When the district purchased the buildings, some updates and modernizations were made to accommodate housing the school there.

There is one set of restrooms for staff and another for students. For recreation, we have basketball courts, tennis courts, grass fields and racquetball courts for students to play on. We have one part-time custodian who works during the evening. Our students eat breakfast and lunch outside on park benches. We also offer a free and reduced-price breakfast and lunch for those who qualify.

Campus supervision: As students arrive on campus each morning through the main entrance, the principal and/or counselor processes each student through our greeting center. At this location, they receive a screening for dress code, a scan for non-allowable items and an overall assessment regarding their readiness for school. During this time, at least one teacher circulates among the students in the common area. Additionally, the teachers greet students as they enter the classroom. The principal and counselor monitor student activities and behavior during the lunch period. Upon dismissal for the day, teachers station themselves at the classroom doors while the principal and counselor patrol the front campus area to ensure students depart in a safe and orderly manner. Further, all visitors are required to visit the school office upon arrival and departure.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, campus behavior, first aid, illness, health issues and special services. TPCS conducts various earthquake and fire-preparedness drills each year.

Continued on the sidebar



School Facilities

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Campus maintenance: The custodial staff and district's maintenance department work together to ensure grounds, classrooms and campus grounds are well maintained and kept safe and functioning for students, staff and visitors. One part-time night custodian is assigned to TPCS and meets regularly with the principal to discuss school maintenance and safety issues.

Daily responsibilities include food-service area cleanliness, restroom cleanliness, keeping the school office clean, setting up furniture and equipment for school events or assemblies, and routine maintenance projects. Every morning before school begins, the principal inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving at school. Throughout the day, the TPCS staff surveys the campus to ensure facilities remain safe and clean. During school hours, bathrooms are checked a minimum of three times as a proactive measure to keep facilities stocked, safe and sanitary. All maintenance and operations (M&O) staff are required to follow district-approved cleaning standards, which are available for public review at the M&O department. TPCS works closely with M&O for larger projects that may require third-party contractors, routine facilities maintenance projects, special projects and school inspections. M&O employs a work-order system that enables Twin Palms to communicate its maintenance needs. Teachers and school staff relay safety issues and general maintenance needs directly to school office staff, who then complete a work-order request form. The request form is submitted to M&O, who then determines whether site custodial staff or the maintenance staff will complete the project and how the project will be completed. Nonurgent requests are typically fulfilled within 24 hours. Emergency situations are regularly resolved in one hour or less by either site or district custodial staff, based on the nature of the situation. All maintenance, custodial, groundskeeping personnel and the principal carry handheld radios to facilitate efficient and effective communications for emergencies as well as day-to-day needs between M&O and school site administrators.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.5
Average number of students per academic counselor	100
Support Staff	
Social/behavioral or career development counselors	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
Other	
Secretary	1.0
Special education paraprofessional	1.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Palo Verde USD	Twin Palms CS		
Teachers	15-16	13-14	14-15	15-16
With full credential	110	5	6	5
Without full credential	8	1	0	0
Teaching outside subject area of competence (with full credential)	2	4	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Twin Palms CS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Twin Palms CS	42.86%	57.14%
All schools in district	90.88%	9.12%
High-poverty schools in district	90.88%	9.12%
Low-poverty schools in district	◇	◇

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year	
	Palo Verde USD	Similar Sized District	
Beginning teacher salary	\$40,840	\$40,379	
Midrange teacher salary	\$63,951	\$62,323	
Highest teacher salary	\$82,480	\$81,127	
Average elementary school principal salary	\$94,248	\$99,192	
Average middle school principal salary	\$103,896	\$91,287	
Average high school principal salary	\$105,537	\$112,088	
Superintendent salary	\$181,150	\$159,821	
Teacher salaries: percentage of budget	33%	36%	
Administrative salaries: percentage of budget	6%	6%	

Financial Data Comparison

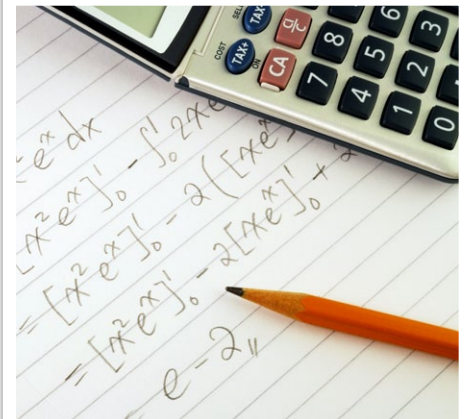
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Twin Palms CS	\$8,280	\$55,826	
Palo Verde USD	\$8,870	\$64,119	
California	\$5,348	\$65,267	
School and district: percentage difference	-6.7%	-12.9%	
School and California: percentage difference	+54.8%	-14.5%	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$8,669
Expenditures per pupil from restricted sources	\$389
Expenditures per pupil from unrestricted sources	\$8,280
Annual average teacher salary	\$55,826



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.