

# Twin Palms High School

## School Accountability Report Card



### GRADES 9-12

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Meliton Sanchez, Principal

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### Principal's Message

Thank you for taking the time to read our School Accountability Report Card. Twin Palms High School serves as the continuation school for the Palo Verde Unified School District. TPHS is accredited by the Western Association of Schools and Colleges (WASC). We are located just south of Palo Verde High School in the adjacent campus. Twin Palms provides a specially designed program with guidance services and flexible instructional options for students who are behind in credits, would like to accelerate their progress in high school, or experience difficulty assimilating in the traditional high school.

Meliton Sanchez  
Principal, Twin Palms High School

### Parental Involvement

Participation in school events or serving on a decision-making group are some examples of how parents can become involved with the learning community at Twin Palms High School. Our staff is dedicated to developing independent and lifelong learners. We encourage parents to participate in conferences, Open House, and Back-to-School Night as an involved and supportive resource of their student's education. Twin Palms High School also endorses Palo Verde Community College's parent education workshops, which assists 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 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 TPHS staff. As a result, TPHS employs a number of methods to ensure that parents remained informed of their students' efforts and academic achievements. We provide progress reports every 3-4 weeks 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. TPHS also utilizes the TeleParent and Zangle Parent Connect System. The school website located on the front page of this document also provides a wealth of 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.

For more information on how to become involved at the school, contact Meliton Sanchez, Principal, at (760) 922-4884 or [msanchez@pvusd.us](mailto:msanchez@pvusd.us).

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 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.

### School Mission/Vision Statement

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



### Palo Verde Unified School District

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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.

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. For 2010-11, no information is available for Twin Palms High School regarding the California PFT. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



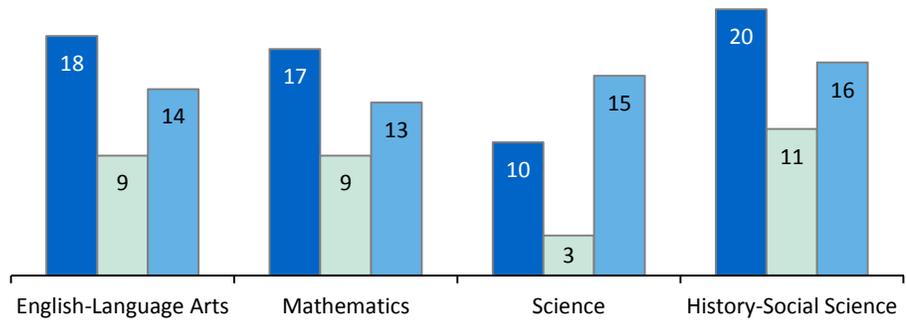
### Student Enrollment by Group

Twin Palms HS	
Socioeconomically Disadvantaged	59.7%
English Learners	17.9%
Students with Disabilities	0%

### Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

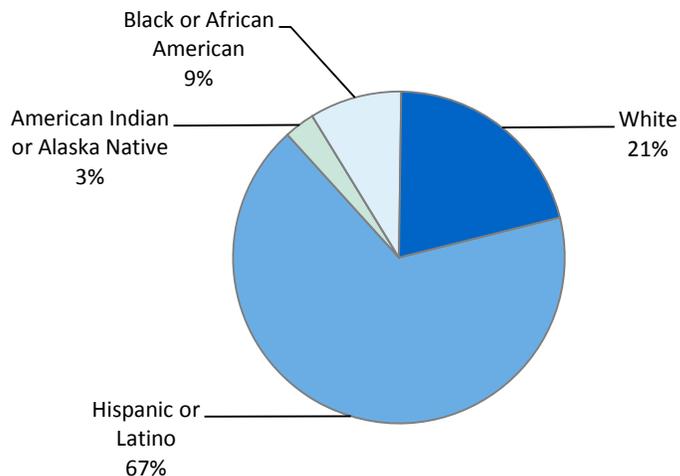


### Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	5			6			5		
Mathematics	6	1		6			4		
Science	5			6			4		
History-Social Science	3	2		6			5		

### Enrollment and Demographics

The total enrollment at the school was 67 students for the 2010-11 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

### 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/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 condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
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			10/16/2008
Date of the Most Recent Completion of the Inspection Form			10/16/2008

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	No deficiencies
Interior	No deficiencies
Cleanliness	No deficiencies
Electrical	No deficiencies
Restrooms/Fountains	No deficiencies
Safety	No deficiencies
Structural	No deficiencies
External	No deficiencies

### School Facilities

Twin Palms High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Twin Palms High School occupies the former Palo Verde College Campus adjacent to the Palo Verde High School.

We have one set of restrooms for staff and another for students that is kept clean and graffiti-free. For recreation, we have basketball, tennis, grass fields, and racquet ball 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 at least one teacher circulate 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. TPHS conducts various earthquake and fire preparedness drills each year.



## Availability of Textbooks and Instructional Materials

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

Twin Palms HS	
Subject	Percent Lacking
Reading/Language Arts	◇
Mathematics	◇
Science	◇
History-Social Science	◇
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
Science Laboratory Equipment (Grades 9-12)	◇

◇ Information not available.

## Currency of Textbook Data

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

Twin Palms HS	
Currency of Textbook Information	
Data Collection Date	N/A

## Types of Services Funded

Twin Palms High School provides a number of supplemental services to support and assist students. CAHSEE English and Math classes are offered during the school day for 11th and 12th grade students who did not have success with the CAHSEE exam in their first attempt.

During the school year, the School Site Council allocates categorical funds from Title I, School Improvement Program (SIP), Economic Impact Aid (EIA)-limited English proficient (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. We also have one counselor who is supported by the Supplemental Counseling Grant to serve both behavioral and academic needs of the students.

## Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Content Standards and Frameworks. 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 4, 2011, 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, that:

1. Each student in each school in the Palo Verde Unified School District has a standards-aligned textbook 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, and
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 2011.

### Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	McDougal Littell, Language of Literature	2002
Mathematics	Prentice Hall; Algebra	2002
Mathematics	Prentice Hall; Pre-Algebra	2002
History-Social Science	McDougal Littell; American Government	2004
History-Social Science	Prentice Hall; World History	2006
Science	Glencoe; Life Science	2002
Science	Prentice Hall; World Biology	2002
Science	Prentice Hall; Earth Science	2006

## Quality of Textbooks

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

Quality of Textbooks	
	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
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Twin Palms HS			Palo Verde USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	2%	14%	2%	29%	33%	34%	49%	52%	54%
Mathematics	❖	❖	❖	29%	32%	34%	46%	48%	50%
Science	0%	❖	❖	35%	39%	35%	50%	54%	57%
History-Social Science	9%	12%	7%	17%	21%	20%	41%	44%	48%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	34%	34%	35%	20%
All Students at the School	2%	❖	❖	7%
Male	4%	❖	❖	12%
Female	0%	❖	❖	0%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	0%	❖	❖	0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	0%	❖	❖	2%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



## API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

## API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

## API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	*	*	*
Similar Schools API Rank	*	*	*

## API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Twin Palms HS — Actual API Change		
	Twin Palms HS		Palo Verde USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	18	558	2,533	679	4,683,676	778	105	◇	◇
Black or African American	2	■	203	597	317,856	696	■	◇	◇
American Indian or Alaska Native	1	■	17	750	33,774	733	■	◇	◇
Asian	0	■	18	753	398,869	898	■	◇	◇
Filipino	0	■	15	905	123,245	859	■	◇	◇
Hispanic or Latino	13	504	1,552	658	2,406,749	729	■	◇	◇
Native Hawaiian or Pacific Islander	0	■	6	■	26,953	764	■	◇	◇
White	2	■	717	740	1,258,831	845	■	◇	◇
Two or More Races	0	■	0	■	76,766	836	■	◇	◇
Socioeconomically Disadvantaged	15	481	1,786	643	2,731,843	726	■	◇	◇
English Learners	5	■	450	601	1,521,844	707	■	◇	◇
Students with Disabilities	0	■	284	463	521,815	595	■	◇	◇

\* The school is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

■ Data are reported only for numerically significant groups.

◇ Information not available.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Twin Palms HS		Palo Verde USD	
<b>Met Overall AYP</b>	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API</b>	**		Yes	
<b>Graduation Rate</b>	No		No	

### Federal Intervention Program

Districts and schools 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 (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Twin Palms HS	Palo Verde USD
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2005-2006	2007-2008
<b>Year in Program Improvement</b>	Year 5	Year 3
<b>Number of Schools Identified for Program Improvement</b>	5	
<b>Percent of Schools Identified for Program Improvement</b>	71.4%	

\*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.

### Professional Development

For each of the previous three years, all teachers receive invitations to attend three staff development (“buy-back”) days. These development opportunities focused on strategies to effectively check for understanding, instruct English Learners, and implement school-wide positive behavior interventions and supports. Additionally, all math and English teachers attend a five-day, 40-hour AB 472 training to enhance their ability to deliver first-best instruction in their respective subject. Also, all TPHS staff members participate in bi-weekly Professional Learning Community (PLC) 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) Beginning Teacher Support and Assessment (BTSA) program for new teachers. In addition to BTSA 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 EL Coordinator who provides data, instructional support, and updated materials and information to our staff. This dedicated individual also provides direction for the use of EADMS and other resources to identify our English Learners and assess their current levels.



### District Mission Statement:

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

### Advanced Placement Courses

No information is available for Twin Palms High School regarding advanced placement (AP) courses offered.

### 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 district employee to support the mutual quest for excellence. We are unalterably committed to the infinite truth of student potential and the challenging truth of student performance.



### School Safety

The school site safety plan was initially developed for Twin Palms High School in collaboration with local law enforcement and fire protection agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, safe arrival/departure practice to and from school, sexual harassment policies, and dress code.

In April 2012, the school's Safety Committee discussed the School Site Safety Plan and made changes to reflect personnel and best practice changes. Additionally, the principal met with school staff to communicate emergency response assignments and the specific role that each entails. Further, a school wide staff meeting occurred, which covered the updated safety plan and emergency procedures. An updated copy of the School Site Safety Plan is available to the public at either the Palo Verde Unified School District office or the Twin Palms High School office. The School Site Safety Plan was last reviewed and updated in April 2012.

### Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	Twin Palms HS	Palo Verde USD
All Students	69.9%	84.9%
Black or African American	❖	71.4%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	60.0%	80.9%
Native Hawaiian or Pacific Islander	❖	❖
White	75.0%	94.2%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	84.6%	92.7%
English Learners	❖	69.4%
Students with Disabilities	❖	78.9%

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Twin Palms HS	75.80%	72.00%	73.68%	41%	39.5%	33.8%
Palo Verde USD	75.82%	72.00%	73.68%	7.2%	6.1%	5.6%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

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

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

## 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 tenth grade 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 NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
Twin Palms HS	❖	❖	❖	❖	❖	❖
Palo Verde USD	33%	28%	46%	30%	34%	46%
California	52%	54%	59%	53%	54%	56%

## District CAHSEE 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 less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Percentage of Students Achieving at Each Performance Level			
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	54%	26%	20%
Mathematics	54%	35%	11%

## 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 [www.universityofcalifornia.edu/admissions](http://www.universityofcalifornia.edu/admissions). (Outside source)

**California State University:** Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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](http://www.calstate.edu/admission/admission.shtml). (Outside source)

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

## Career Technical Education Participation

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

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0.0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%

## Career Technical Education Programs

No information is available regarding career technical education programs at Twin Palms Continuation High School.



## Course Enrollment for UC/CSU Admission

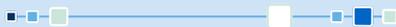
The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
Twin Palms HS	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	37.6%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	0%

## 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	
<b>Academic Counselors: FTE and Ratio</b>	
Number of Academic Counselors	0.5
Ratio of Students Per Academic Counselor	134:1
<b>Support Staff</b>	
<b>FTE</b>	
Social/Behavioral or Career Development Counselors	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0.0



**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Palo Verde USD	Twin Palms HS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	149	5	5	5
Without Full Credential	5	3	0	0
Teaching Outside Subject Area of Competence		1	2	2

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Twin Palms HS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Twin Palms HS	55.56%	44.44%
All Schools in District	86.65%	13.35%
High-Poverty Schools in District	86.65%	13.35%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

*“Twin Palms provides a specially designed program with guidance services and flexible instructional options for students who are behind in credits, would like to accelerate their progress in high school, or experience difficulty assimilating in the traditional high school.”*

**Financial Data**

The financial data displayed in the SARC is from the 2009-10 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 more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

**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		
Category	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,475	\$39,074
Mid-Range Teacher Salary	\$60,248	\$60,172
Highest Teacher Salary	\$77,703	\$78,468
Average Principal Salary (Elementary School)	\$88,785	\$95,926
Average Principal Salary (Middle School)	\$102,852	\$99,356
Average Principal Salary (High School)	\$109,735	\$107,041
Superintendent Salary	\$128,787	\$148,555
Teacher Salaries — Percent of Budget	36%	38%
Administrative Salaries — Percent of Budget	6%	6%

**Financial Data Comparison**

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Twin Palms HS	\$9,110	\$47,160
Palo Verde USD	\$5,475	\$56,522
California	\$5,455	\$63,062
School and District — Percent Difference	+39.9%	-19.9%
School and California — Percent Difference	+40.1%	-33.7%

**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	
Twin Palms HS	
Total Expenditures Per Pupil	\$10,678
Expenditures Per Pupil From Restricted Sources	\$1,568
Expenditures Per Pupil From Unrestricted Sources	\$9,110
Annual Average Teacher Salary	\$47,160



**Suspensions and Expulsions**

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Twin Palms HS			
	08-09	09-10	10-11
Suspension Rates	47%	61%	58%
Expulsion Rates	1%	3%	7%
Palo Verde USD			
	08-09	09-10	10-11
Suspension Rates	8%	19%	19%
Expulsion Rates	0%	1%	<1%

# Twin Palms High School

School Accountability Report Card



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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, 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.