

# Twin Palms Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Twin Palms Continuation High School
<b>Street</b>	811 West Chanslor Way
<b>City, State, Zip</b>	Blythe, CA 92225
<b>Phone Number</b>	(760) 922-4884
<b>Principal</b>	Rachel Angel
<b>E-mail Address</b>	rangel@pvusd.us
<b>Web Site</b>	www.pvusd.us/tp
<b>CDS Code</b>	33-67181-3331139

District Contact Information	
District Name	Palo Verde Unified School District
Phone Number	(760) 922-4164
Superintendent	Dr. Charles Bush
E-mail Address	charles.bush@pvusd.us
Web Site	www.pvusd.us

### School Description and Mission Statement (School Year 2017-18)

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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.

#### School Vision Statement

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

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	12
Grade 12	94
<b>Total Enrollment</b>	<b>106</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0
White	17
Two or More Races	0
Socioeconomically Disadvantaged	83
English Learners	9.4
Students with Disabilities	14.2
Foster Youth	1.9

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	111
Without Full Credential	0	0	0	23
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** October 3, 2017

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 3, 2017, 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 2017.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives, Pearson	Yes	0
Mathematics	Integrated Mathematics 1	Yes	0
Science	Life Science, Glencoe Earth Science, Prentice Hall	Yes	0
History-Social Science	World History, Prentice Hall The Americans, McDougal Littell American Government, McDougal Littell Economics Principles in Action, Prentice Hall	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 prohibited 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.

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. Non-urgent 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.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 9/15/2016</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Paint walls. Walls were painted during school break 12/27/2016.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Patch holes by phone jack. Holes patched 9/16/2016.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 9/15/2016</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	11	5	24	29	48	48
Mathematics (grades 3-8 and 11)		0	16	17	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	60	89.55	5
Male	37	35	94.59	0
Female	30	25	83.33	12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	48	43	89.58	6.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.31	0
Socioeconomically Disadvantaged	59	54	91.53	5.56
English Learners	12	10	83.33	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	60	89.55	0
Male	37	35	94.59	0
Female	30	25	83.33	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	48	43	89.58	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	12	92.31	0
Socioeconomically Disadvantaged	59	54	91.53	0
English Learners	12	10	83.33	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	28	25	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	76.64
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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 for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

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 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 Organization. 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](http://www.pvUSD.us/tpcs). On the site, 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 Home Connection, please call the school. For more information on how to become involved, contact Principal Rachel Angel at (760) 922-4884 or [rangel@pvUSD.us](mailto:rangel@pvUSD.us).

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	48.6	33.7	24	19.7	14.8	12.1	11.5	10.7	9.7
<b>Graduation Rate</b>	32.86	53.93	62	74.62	80.21	80.65	80.95	82.27	83.77



**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	83.53	86.61	87.11
Black or African American	88.89	93.33	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	78.33	83.23	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	90.48	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	86.36	86.79	85.45
English Learners	100	90	55.44
Students with Disabilities	53.85	66.67	63.9
Foster Youth	0	0	68.19

**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**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.7	9.6	6.0	8.9	9.2	8.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

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 October 2017, 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 school wide 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 in November 2017 and the governing board in February 2018.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
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 Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17	5			11	9	3		8	12	2	1
Mathematics	20	4			15	4	2		10	7	2	
Science	17	2	2		11	6	1		5	13		
Social Science	15	4	3		8	19	3		10	8	3	

Note: Number of classes indicates how many classrooms 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.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	100
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.33	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,178	\$191	\$5,850	57,375
District	N/A	N/A	\$2,559	\$70,163
Percent Difference: School Site and District	N/A	N/A	78.3	-20.1
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-11.7	-19.3

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 and Title III 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.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,966	\$44,144
Mid-Range Teacher Salary	\$73,544	\$69,119
Highest Teacher Salary	\$94,852	\$86,005
Average Principal Salary (Elementary)	\$108,314	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$129,385	\$121,395
Superintendent Salary	\$230,000	\$178,104
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	3%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

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 school wide positive behavior interventions and supports. More recently, we provided our faculty with training regarding the Common Core State Standards and its implementation in our district. During August 2017, all TPCS faculty received an invitation to participate in Direct Interactive Instruction training. Also, all TPCS staff members participate in weekly 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, Palo Verde Unified School District employs two English Learner coordinators who provide data, instructional support, and updated materials and information to our staff. These dedicated individuals also provide direction for the use of data and other resources to identify our English learners and assess their current levels.