

# Twin Palms Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<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>	Judy Browder
<b>Email Address</b>	jbrowder@pvusd.us
<b>Website</b>	www.pvusd.us/tp
<b>County-District-School (CDS) Code</b>	33-67181-3331139

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

## School Description and Mission Statement (School Year 2019-20)

### 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 2018-19)

Grade Level	Number of Students
Grade 11	17
Grade 12	68
Total Enrollment	85

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	1.2
Hispanic or Latino	68.2
White	22.4
Socioeconomically Disadvantaged	80
English Learners	16.5
Students with Disabilities	8.2
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	5	4	123
Without Full Credential	0	1	1	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** September 17, 2019

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

On September 17, 2019, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district. The board of trustees adopted a resolution which certifies, as required by Education Code Section 60119:

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) or instructional materials, or both, to use in class and to take home.
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.
4. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired September 17, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

**Year and month of the most recent FIT report: 9/15/2016**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	2	9	29	34	50	50
Mathematics (grades 3-8 and 11)	0	0	17	20	38	39

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.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	58	100.00	0.00	8.62
Male	34	34	100.00	0.00	5.88
Female	24	24	100.00	0.00	12.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	38	38	100.00	0.00	7.89
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	38	38	100.00	0.00	10.53
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>					
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>					
<b>Homeless</b>					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	58	58	100.00	0.00	0.00
<b>Male</b>	34	34	100.00	0.00	0.00
<b>Female</b>	24	24	100.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	38	38	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	38	100.00	0.00	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>					
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>					
<b>Homeless</b>					

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

According to the state dashboard, 1.4 % of TPHS students were designated as College and Career ready and we had 8.5% approaching prepared. These numbers are due to students taking courses at Palo Verde College and Military Science Classes (JROTC) through our traditional high school. We are implementing a lexile program which will consist of an academic goal for all students. Students will be exposed to the correlation between lexile level and how it pertains to careers. They will understand the importance of lexile and what level lexile they need to succeed in various careers.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	11
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

The school district benefits from extensive support from parents and community members. Twin Palms High School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, speakers for classes and panels, field trip chaperones, fund raising, Parent Teacher Organization, and School Site Council membership. Area businesses contribute incentive rewards for academic excellence and good citizenship. Parent education classes are also offered through our local college and publicized at our site 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 fund raises to provide extra items for the school. It also works to provide activities for student involvement, like grad night, college trips, PBIS incentives, and sporting events. 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). Social Media and Aeries Communication is used to communicate to parents about upcoming events at our site. Student handbooks and brochures are mailed out twice a year to inform parents of all the different ways they can get involved and how to participate in their child's education. On the site, one can access school information such as the student handbook, graduation requirements, the school safety plan, etc. We have a back to school night which provides the parents an opportunity to meet teachers, tour our campus, and learn about our programs. Twin Palms also uses Aeries portal, which allows parents to view grades, attendance and behavior online. For an application to Aeries portal, please call the school. For more information on how to become involved, contact Principal Judith Browder at (760) 922-4884 or [jbrowder@pvUSD.us](mailto:jbrowder@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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	24	17.2	20.5	12.1	8.8	9.8	9.7	9.1	9.6
<b>Graduation Rate</b>	62	79.3	73.5	80.6	88	86.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	6.0	6.9	11.8	8.4	6.2	5.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	2.0	0.0	0.0	0.4	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The school site safety plan was initially developed for Twin Palms Continuation School in collaboration with local law enforcement, 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 February 2020, 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 during a staff meeting in September 2019 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 February 2020 and the governing board in February 2020

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	8	12	2	1	6	15			5	22		
Mathematics	10	7	2		13	4	3		9	8		
Science	5	13			6	10			4	9		
Social Science	10	8	3		9	8	2		9	8	3	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	85.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,416	\$234	\$10,182	\$80,335
District	N/A	N/A	\$8,056	\$75,325.00
Percent Difference - School Site and District	N/A	N/A	23.3	6.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	30.2	9.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,008	\$46,208
Mid-Range Teacher Salary	\$79,872	\$72,218
Highest Teacher Salary	\$103,014	\$92,742
Average Principal Salary (Elementary)	\$107,870	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$139,003	\$127,356
Superintendent Salary	\$195,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

## Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	12

Each employee is encouraged to grow professionally through self evaluation and reflection; reading professional literature and by networking. District sponsored in-service and training are provided through Professional Development (PD) .

It is the goal of Twin Palms Continuation High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, and handling peer pressure.

Twin Palm Continuation School provides time and resources for collaboration, planning, and professional development for all staff. Staff development days enable staff members to deliver curriculum and instruction that is responsive to student needs and develop skills to handle social and emotional needs of the students. The focus of professional development has shifted to provide job-embedded coaching to assist in building capacity and focus on strengthening application of instructional strategies

Twin Palms Continuation High School uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development training and time to implement best practices learned. The professional growth occurring at Twin Palms Continuation High School has a heavy emphasis on collaboration with time reserved weekly for staff collaboration under the direction of site administrator and coaches . Examples of recent Palo Verde Unified School District professional learning include:

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 the following trainings:

Aeries: attendance, grade book, and communication system.

During August 2019, all TPCS faculty received an invitation to participate in Direct Interactive Instruction training.

Weekly Professional Learning Community meetings and collaboration to analyze data and respond with appropriate instructional strategies or behavior interventions. In addition, all teachers were offered either professional development in Direct Interactive Instruction 1.0 or 2.0 in August of 2019 and currently all TPCS teachers have been through DII training 1.0 or 2.0.

During the 2019-2020 school year the district has offered MyPerspective ELA Training for our ELA teacher, IEP Basics and Best Practices for our counselor, principal, and special education teacher once a month, Effective Behavior Intervention Strategies for our principal and counselor, Student Discipline workshop for principals, Grade book training and MyOn training for all teachers and staff, and a CCEA Conference for teachers, counselors, and staff who chose to attend.

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.