

Twin Palms Continuation High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Twin Palms Continuation High School
Street	811 West Chanslor Way
City, State, Zip	Blythe, CA 92225
Phone Number	(760) 922-4884
Principal	Egan Black
Email Address	egan.black@pvusd.us
School Website	tp.pvusd.us
Grade Span	9-12
County-District-School (CDS) Code	33-67181-3331139

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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.

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	30
Grade 12	55
Total Enrollment	85

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	56.5
Black or African American	11.8
Filipino	1.2
Hispanic or Latino	77.6
Two or More Races	2.4
White	7.1
English Learners	14.1
Foster Youth	2.4
Homeless	5.9
Socioeconomically Disadvantaged	95.3
Students with Disabilities	10.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.7	28.38	101.9	62.13	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8	4.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	16.69	16	9.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	47.75	22	13.43	11953.1	4.28
Unknown/Incomplete/NA	0.4	7.01	16	9.77	15831.9	5.67
Total Teaching Positions	5.9	100	164	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.6	28.15	102.7	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7	4.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	31.78	18.3	11.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	40.07	25.3	15.76	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.6	4.76	14303.8	5.15
Total Teaching Positions	5.7	100	161	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.9	46.7	95	59.61	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.5	2.82	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.3	10.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	53.3	30.6	19.2	12112.8	4.34
Unknown/Incomplete/NA	0	0	11.9	7.5	13705.8	4.91
Total Teaching Positions	4	100	159.4	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.70	1	0
Misassignments	0.20	0.8	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.8	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.80	2.3	2.1
Total Out-of-Field Teachers	2.80	2.3	2.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3	18.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	2.5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

On September 16, 2025, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English learners, in the district. The board of trustees adopted a resolution which certifies, as required by Education Code Section 60119:

1. Each student in each school in the Palo Verde Unified School District has standards-aligned textbook(s) or instructional materials, or both, to use in class and to take home.
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the Curriculum Frameworks in mathematics, science, history-social science, and English language arts, including the English-language development component of an adopted program.
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in a 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 were acquired September 16, 2025.

Year and month in which the data were collected

September 16, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives, Savvas	0
Mathematics	Integrated Math I, II and III, Houghton-Mifflin Harcourt Consumer Mathematics, AGS Publishing	0
Science	California Inspire Biology, McGraw-Hill California Inspire Earth Science, McGraw-Hill	0
History-Social Science	World History, Prentice Hall The Americans, McDougal Littell American Government, McDougal Littell	0

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

School Facility Conditions and Planned Improvements

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, grass fields, a grass quad for students to utilize and a recreation room called the Scorpion Den. The Scorpion Den has video games, pool tables, arcade-type games, and a ping pong table. We have one part-time custodian who works during the morning. Our students eat breakfast and lunch outside on park benches. We also offer free breakfast and lunch for all students.

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 morning 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 the 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.

Year and month of the most recent FIT report

10/10/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Office HVAC vent dirty. Vent has been cleaned.

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		Boys' and girls' restrooms need new stall hardware (rusty). Work order entered.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Paint peeling in restroom. Work order entered.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	10	6	29	29	47	48
Mathematics (grades 3-8 and 11)	0	3	16	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	38	33	86.84	13.16	6.06
Female	15	13	86.67	13.33	7.69
Male	23	20	86.96	13.04	5.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	26	83.87	16.13	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	32	86.49	13.51	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	38	33	86.84	13.16	3.03
Female	15	13	86.67	13.33	0.00
Male	23	20	86.96	13.04	5.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	26	83.87	16.13	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	37	32	86.49	13.51	3.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	1.03	2.63	10.61	11.67	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	77	90.59	9.41	2.60
Female	37	33	89.19	10.81	0.00
Male	48	44	91.67	8.33	4.55
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	11	10	90.91	9.09	--
Filipino	0	0	0	0	0
Hispanic or Latino	65	58	89.23	10.77	3.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	73	91.25	8.75	2.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

According to the State Dashboard (2025), Twin Palms High School was rated low on the College and Career indicator. As a continuation high school, Twin Palms provides credit-recovery courses designed to fulfill district and state requirements for a high school diploma.

At the site level, we establish an academic goal for every student. All seniors are required to complete a Senior Projects course, which includes career exploration, development of a ten-year plan, and an exit interview. As a result, students who graduate from our program leave with an actionable post-graduation plan.

Twin Palms also offers dual enrollment opportunities for students who are interested; however, our completion rate for those classes is not yet high. We collaborate closely with Palo Verde College (PVC) to ensure students complete their FAFSA applications and, in some cases, enroll in college courses prior to graduation.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	95.29
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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, fundraising, 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 fundraises 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.tp.pvUSD.us, Social Media, and Aeries Communication, which is used to communicate to parents about upcoming events at our site, as well as our Scorpion Scoop Newsletter, published monthly. Student handbooks and brochures are mailed out twice a year and posted to our newsletter 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 the Aeries portal, which allows parents to view grades, attendance, and behavior online. For an application to the Aeries portal, please call the school. For more information on how to become involved, contact Principal Egan Black at (760) 922-4884 or egan.black@pvUSD.us.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	20	33.3	20.3	7.9	10.7	8.6	8.2	8.9	8
Graduation Rate	80	61.7	71.2	91.1	84	88.4	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	59	42	71.2
Female	27	19	70.4
Male	32	23	71.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	42	30	71.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	54	37	68.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	126	119	102	85.7
Female	59	54	47	87.0
Male	67	65	55	84.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	11	91.7
Filipino	--	--	--	--
Hispanic or Latino	97	90	76	84.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	15	15	14	93.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	116	110	95	86.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	21	19	90.5

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.07	13.57	0.79	8.77	7.21	4.09	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	5	0	0	0.47	0.16	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	0.00	0.00
Male	1.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.86	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

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 practices to and from school, sexual harassment policies, dress code, and other items related to the safety of staff and students.

In October 2025, the School Site Council (SSC) began discussing the school safety plan and making changes to reflect personnel and updates in best practices. Additionally, the principal met with school staff during a staff meeting in August 2025 to communicate emergency response assignments and the specific role that each entails.

Further, a school-wide staff meetings continue monthly to review updates to the 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 will be reviewed and approved by our SSC in February 2026 and the governing board in March 2026.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	14	0	0
Mathematics	12	6	0	0
Science	17	4	0	0
Social Science	16	6	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	18		
Mathematics	8	7		
Science	3	10		
Social Science	14	4	3	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	15	1	
Mathematics	12	6	1	
Science	3	10		
Social Science	9	8	3	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	85

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29,042	\$12,289	\$16,753	\$114,324
District	N/A	N/A	\$15,631	\$98,261
Percent Difference - School Site and District	N/A	N/A	6.9	27.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	43.5	26.4

Fiscal Year 2024-25 Types of Services Funded

Twin Palms Continuation School provides a number of supplemental services to support and assist students. During the school year, the School Site Council (SSC) allocates categorical funds from Title I 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,523	\$57,978
Mid-Range Teacher Salary	\$91,315	\$89,612
Highest Teacher Salary	\$124,249	\$117,194
Average Principal Salary (Elementary)	\$125,771	\$143,632
Average Principal Salary (Middle)		\$149,447
Average Principal Salary (High)	\$150,065	\$162,334
Superintendent Salary	\$185,400	\$234,076
Percent of Budget for Teacher Salaries	23.53%	27.81%
Percent of Budget for Administrative Salaries	3.81%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

The goal of Twin Palms Continuation High School is 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 the 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 the 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, the staff has opportunities to complete professional development training and time to implement the 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 administrators and coaches.

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.

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.

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

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

