

Palo Verde Union Elementary School

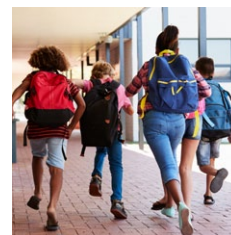
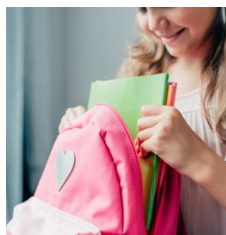
Grades Pre-K-8
CDS Code 54-72033-6054191

Phil Anderson
Superintendent/Principal
panderson@palo-verde.k12.ca.us

9637 Avenue 196
Tulare, CA 93274
(559) 688-0648

www.pvuesd-ca.schoolloop.com

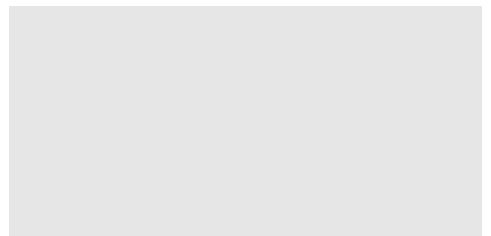
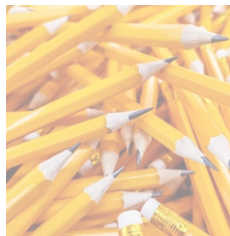
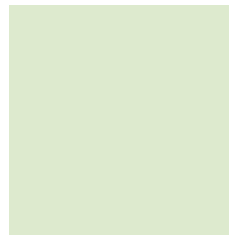
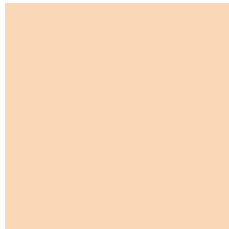
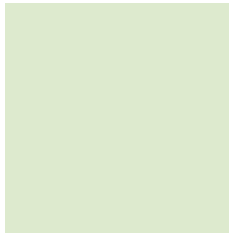
Para español, visita www.pvuesd-ca.schoolloop.com



Palo Verde Union Elementary School District

9637 Avenue 196 Tulare, CA 93274 ▪ (559) 688-0648 ▪ www.pvuesd-ca.schoolloop.com







Principal's Message

Palo Verde Union Elementary School is a rural, single-site school district encompassing approximately 20 square miles located just southwest of the city of Tulare. Approximately 625 prekindergarten through grade 8 students are served.

Our staff and board of trustees believe education is a shared responsibility—shared by the school, the parents and the students. By working together, we can make our vision a reality, where all students perform at their maximum potential, and differences of language, culture, economics and abilities are celebrated and become sources of strength for our students. The priorities of our school are to attain high student achievement and self-esteem; a love of learning; and a safe and inclusive environment. We are extremely proud of the quality of education students receive at Palo Verde. It prepares them well for their continuing education in high school, college, career and their adult lives. In 2018-19, Palo Verde was recognized as the fourth most outstanding school in California for the performance of its English language learners. The award is titled Beating the Odds, as these students outperformed expectations for second language learners.

Our school community has worked hard to provide our students with the very best education possible. This hard work and dedication has paid off in substantial academic success. Palo Verde is proud to be a California Distinguished School and a Title I Academic Achievement Award winner. Our staff is committed to making this school year another exciting and successful experience for each of our students. We are very fortunate to have many experienced and highly trained teachers who are passionate about making a difference for our students. Palo Verde is dedicated to serving each student's individual needs as well as reaching our overall school goals. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning.

At Palo Verde, we provide the essential components of a quality school program. A rigorous academic curriculum is in place to challenge and meet the needs of all our students. In addition to our core program, we offer enriching and supplemental programs that enhance our student body experiences. We give the students many opportunities to feature their talents both academically and socially. We have a full-time music teacher who works with students at all grade levels. Students in PK-2 get weekly music lessons that revolve around vocal music and dance. Grades 3 and 4 participate in learning to play recorders, and students in 5-8 have the opportunity to play in the concert/marching band.

To help our staff and students, Palo Verde is working hard on its technology. Palo Verde now has a full-time technology technician onsite to help keep things running. For 2019, Palo Verde will see some substantial tech upgrades: upgrading to a 1 GB internet connection funded by the BIIIG Grant; e-rate funded replacement of computer system cabling and fiber; installation of new file server; migration to new email system; upgrades to WiFi system.

Board members, staff, parents and students are committed to continued improvement and working together to make Palo Verde a distinguished school.

Parental Involvement

Palo Verde welcomes parents and includes them in the educational process. Parents and community members embrace the school. Many students are the third generation in their family to attend Palo Verde. Parents are encouraged to take an active role in the school and are kept informed of activities through bulletins, newsletters, letters, phone calls, a school marquee, and parent meetings. The district also has its own website to keep parents informed about events, programs and other pertinent information. Additionally, the district reaches out to parents with a web-based product that utilizes the phone system. In 2019-20, Palo Verde has enabled parents, guardians, and authorized users to access students' grades. This will allow users to track grades as well as check to make sure that homework is turned in, look for missing assignments, etc.

The Parent Teacher Organization (PTO) takes an active role in the school, and through fundraising efforts, it has provided the school with many needed items, such as band and athletic uniforms, technology, reading incentives, a marquee, and soccer goals. The PTO also provides numerous incentives for students such as medals for students participating in school activities and competitions, a bounce house at the Halloween Carnival, or an inflatable water activity for New Games Day. The PTO also provides encouragement to teachers through Teacher Appreciation Week and other special days for students and teachers.

Palo Verde School Site Council holds meetings every other month to provide parents the opportunity for input regarding the School Site Plan. The district holds English Learner Advisory Committee meetings where parents receive information about school programs and services offered for English learner (EL) students. Additionally, the Migrant Education Program meets every other month to discuss issues important to migrant students and their families. Parents are informed through our School Accountability Report Card, a parent and student handbook, and a prospectus outlining subject content standards at each grade level. Parents are also actively involved with volunteering in the classroom; chaperoning field trips; participating in parent surveys; and attending parent-teacher conferences, open house, back-to-school night, Family Literacy Night, Family Math Night and Science Night, family movie nights, parent-education nights, the Tulare County Farm Show, parades, award ceremonies, and numerous other extracurricular activities.

For more information on how to become involved, contact Superintendent/Principal Phil Anderson or the PTO president, Denise Leonardo, at (559) 688-0648.



School Accountability Report Card

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

Mission Statement

The mission of Palo Verde School is to Educate the "Whole Child" through active learning, engaging activities, and excellent teaching as well as building character in an environment of respect, caring, and high expectations for all children.

Vision Statement

The vision at Palo Verde Union Elementary School is to prepare and motivate students for success in an ever changing world by bringing them to proficiency in all subject areas, equipping them with high level critical thinking, communication, collaboration, and creative thinking skills, and a building in them a commitment to Character Counts Pillars: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Good Citizenship.

Governing Board

Gloria Hauff, board president

Natalie Coelho, board clerk

Mark Trigueiro, board member

Lorraine Cleek, board member

Chris De Azevedo, board member

School Safety

Palo Verde has implemented a Safe School Plan and an Emergency Crisis Response Plan, which establishes training for staff and students in areas such as CPR, including training in use of the onsite automated external defibrillator (AED), and emergency response to various crises and bully prevention. The plan's key elements include the following:

An annual assessment of the current status of school crime committed on campus and at school-related functions.

Appropriate strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include:

- Child-abuse reporting procedures
- Disaster procedures, routine and emergency
- Policies pursuant to subdivision (d) of Education Code Section 48915 for pupils who committed an act listed in subdivision (c) of Education Code Section 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous pupils pursuant to Education Code Section 49079
- The discrimination and sexual harassment policy
- The provisions of any schoolwide dress code, pursuant to Education Code Section 35183, that prohibits pupils from wearing "gang-related apparel"
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- A safe and orderly environment conducive to learning at the school
- The rules and procedures on school discipline
- Hate crime and bullying reporting procedures
- Suicide Prevention Plan was adopted for the 2017-18 school year

We are proud to provide a positive, secure learning environment for our students. Within this context, staff members help students learn that respect for authority and rules are very much linked to self-respect. Students are provided schoolwide expectations for behavior, as well as individual classroom rules, with consequences clearly spelled out.

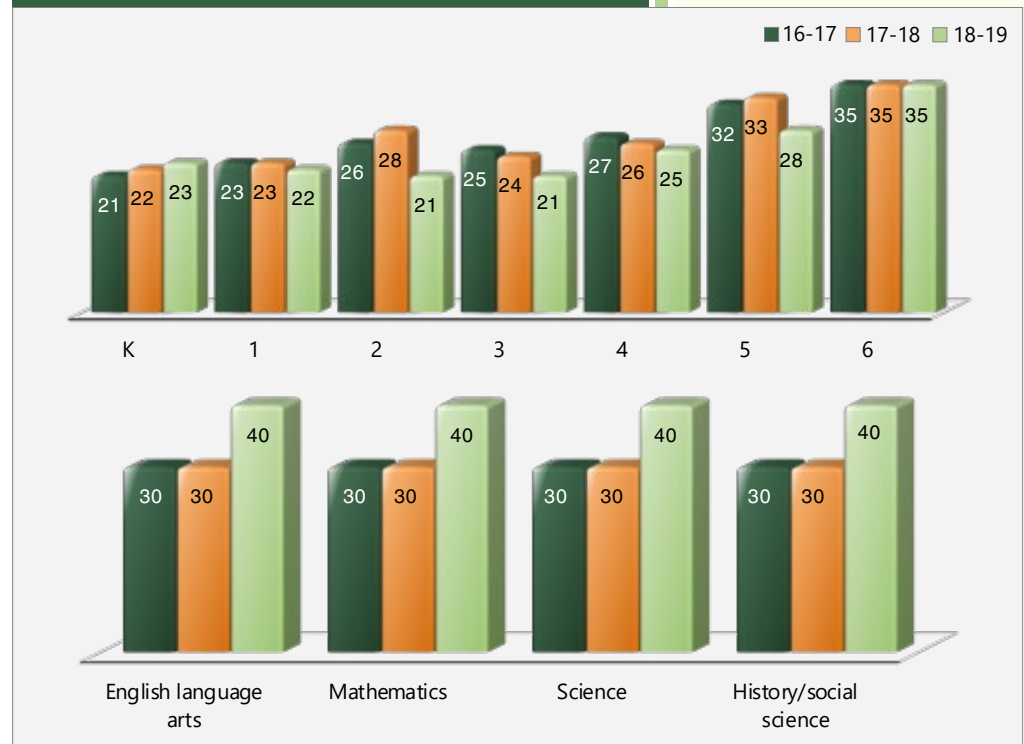
The plan was last updated and reviewed with the staff, School Site Council and board of trustees in October 2019.

Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			3			3	
1		3			3			3	
2		2			2			3	
3		2			2			3	
4		2			2			2	
5		2				2		2	
6			2			2		2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		4			2	2			4
Mathematics		4			2	2			4
Science		4			2	2			4
History/social science		4			2	2			4

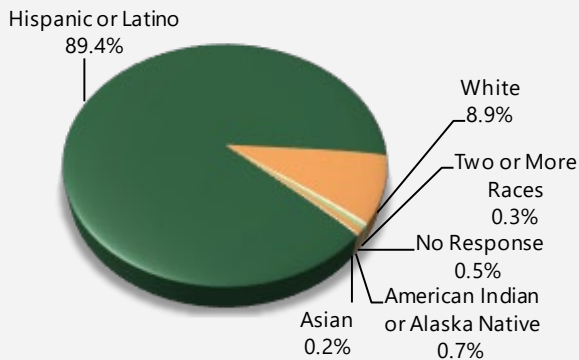


Enrollment by Student Group

The total enrollment at the school was 594 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	92.10%
English learners	42.30%
Students with disabilities	2.90%
Foster youth	0.20%
Homeless	3.70%

Professional Development

Palo Verde Union Elementary School District schedules five staff and professional development days and 16 early dismissal days for professional development each year. Staff development is also provided using substitutes to cover teachers so they can attend onsite training during school days. Topics for training are determined by feedback from teachers and stakeholders as well as needs created by current social conditions, new curriculum needs, mandates, etc. Palo Verde provided staff with two sessions of Next Gen Math training in 2018-19 as well as training all coaches and select staff in CPR/AED. Staff members also received training during early release days in 2018-19. On early dismissal days, all staff participated in "Run, Hide, Fight" active shooter training conducted by the Tulare County Sheriff's Department, and on a separate afternoon all staff were provided "Stop the Bleed" training by Kaweah Hospital to train staff on how to save a life if the victim is suffering from severe blood loss. During an early dismissal day, teachers were trained in how to promote internet safety amongst their students. During the five professional development days, other early release days are used to allow teachers to implement and discuss what they have learned in training. During non-school day professional development, time was afforded to all staff to receive training in sexual harassment, bully recognition, suicide prevention and response, child-abuse reporting protection requirements, diversity awareness, and blood-borne pathogen exposure prevention. Teachers also received ongoing professional development from the language arts publisher. Teaching staff also participated in a full-day training through the Tulare County Office of Education on the topics of trauma, influence teaching and civics education. Gains in student achievement may also be attributed to professional development opportunities for teachers and paraprofessionals that have been provided by the district and services of Tulare County Office of Education. The selection of quality professional development is based on identified weaknesses in student achievement.

In the last four years, Palo Verde teachers and administrators have received training in the California Common Core State Standards in English language arts (ELA) and mathematics, in addition to Next Generation Science Standards (NGSS). Training in the new English language development (ELD) standards and adopted ELA curriculum has also been provided to teachers and administrators to help support the school's English language learners. Teachers have also been provided technology training in the Lexia Reading (Core5), ALEKS mathematics and Track My Progress assessment internet-based programs. The focus for the 2019-20 school year is the implementation of strategies that are being taught through the Central Valley Networked Improvement Communities (CVNIC). Cohort leaders will attend training provided by CVNIC and then return to the site to help implement what they have learned about improvement science. Teachers will implement selected practices and then meet to discuss observed outcomes. Palo Verde piloted the Next Gen math program in 2018-19 and will receive additional training in 2019-20. The ELD coordinator will model lessons in designated and integrated ELD and continue to coach teachers as they implement these types of lessons.

In addition, the integration of technology in to the Common Core curriculum will continue to be a focus spot for professional development for all staff. Teachers who received Smart Boards have received training in their use, and will have periodic follow-up training. The school is planning on purchasing more Smartboards, and training will be available to staff receiving new equipment.

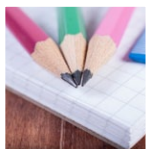
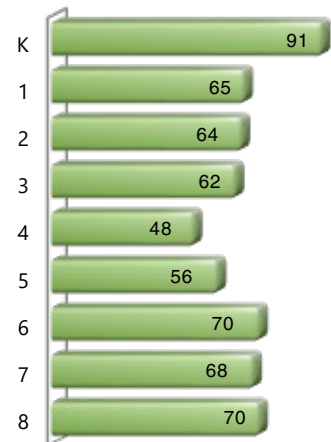
Palo Verde teachers and paraprofessionals have been provided extensive in-service training regarding Response to Intervention (RTI). RTI integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. With RTI, Palo Verde identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions, and adjusts the intensity and nature of those interventions depending on a student's responsiveness, and identifies students with learning disabilities.

Continued on sidebar

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Professional Development

Continued from left

New teachers to the district are provided a mentor and training support through the TIPS program. All beginning teachers are required to complete an induction through the TIPS program once they begin their credential program. This two-year program is based on California teaching standards and is designed to provide participants with a variety of professional development opportunities based on their specific areas of need.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2017-18	5
2018-19	5
2019-20	5

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Palo Verde ES		Palo Verde Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3–8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Palo Verde ES		Palo Verde Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	37%	39%	37%	39%	50%	51%
Mathematics	31%	37%	31%	37%	38%	40%

California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

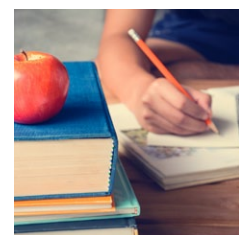
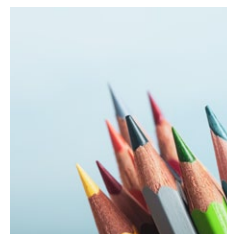
California Physical Fitness Test			2018-19 School Year	
Percentage of Students Meeting Fitness Standards			Palo Verde ES	
			Grade 5	Grade 7
Four of six standards			14.3%	17.1%
Five of six standards			26.8%	22.4%
Six of six standards			1.8%	11.8%



CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	384	377	98.18%	1.82%	38.73%
Male	194	192	98.97%	1.03%	35.42%
Female	190	185	97.37%	2.63%	42.16%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	347	341	98.27%	1.73	38.12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	32	31	96.88%	3.12%	41.94%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	360	353	98.06%	1.94%	38.81%
English learners	231	226	97.84%	2.16%	33.19%
Students with disabilities	12	12	100.00%	0.00%	16.67%
Students receiving Migrant Education services	16	16	100.00%	0.00%	25.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	27.27%

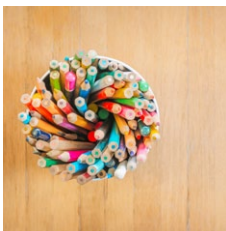
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	384	379	98.70%	1.30%	36.94%
Male	194	193	99.48%	0.52%	34.20%
Female	190	186	97.89%	2.11%	39.78%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	347	343	98.85%	1.15%	35.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	32	31	96.88%	3.12%	45.16%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	360	355	98.61%	1.39%	36.90%
English learners	231	228	98.70%	1.30%	32.46%
Students with disabilities	12	12	100.00%	0.00%	16.67%
Students receiving Migrant Education services	16	16	100.00%	0.00%	43.75%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	18.18%

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





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		7/16/2019
Date of the most recent completion of the inspection form		7/16/2019

Deficiencies and Repairs

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

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Structural	Tear off and replace roofs on old cafeteria, 400 wing, 700 portico.	Summer 2020

School Facilities

Palo Verde originated in 1949, and today's campus encompasses 19.75 acres surrounded by farmland. There are 24 permanent classrooms and 10 portable classrooms in use on the campus. Sixteen classrooms were remodeled in 1994. A construction project completed in 2004 added a multimedia library, staff lounge, band room and three new classrooms. A 2014 construction project added four classrooms, a science lab, and a multipurpose room that serves as a cafeteria and a band room. Including the latest construction, the school has two fully equipped computer labs with 35 internet-capable multimedia computers and two fully equipped science labs. The school also has a garden with two outdoor class shade structures, a green house, raised beds, and compost bins. Classes are given a bed where they can grow plants. Fresh vegetables are provided to the cafeteria during growing seasons.

In March 2010, the district installed a new fire alarm system utilizing funds from the Deferred Maintenance Extreme Hardship grant. The district also removed all asbestos and lead materials from the existing cafeteria in the summer of 2011 and from the administration office in the summer of 2013. The roofs on the 100, 200 and 300 wings have been replaced, and more roof replacement is scheduled for the summer of 2020.

Palo Verde has worked to continually improve technology. The district received funding from the federal E-rate program to upgrade its technology infrastructure, including the replacement of three servers, five switches, a managed wireless network and 600 feet of fiber cabling. The project provided wireless connectivity for the entire campus. All classes in grades 3-8 have Chromebooks for each student. Other classes have five multimedia computers or iPads. Since the beginning of the 2018-19 school year, the district has purchased 17 interactive Smartboards to replace LCD projectors.

In 2019, the federal E-rate program provided funding for new fiberoptic cabling throughout all of the campus built prior to 2014. The project should be completed by early spring of 2020. The district is participating in the Broadband Infrastructure Improvement (BIIG) Grant and is scheduled for an upgrade from a 100-megabit connection to 1 gigabyte in the spring of 2020. The spring of 2020 should also see an E-rate-funded replacement of access points and wireless controller.

Continued on sidebar

School Facilities

Continued from left

The district received Proposition 39 funding for energy-efficient projects that included replacing existing HVAC units with more energy efficient models. As of the end of 2019, much of the existing exterior and interior lighting has been replaced with LED or high-efficient forms of lighting.

Palo Verde has worked to increase school safety by improving fences, installing security cameras, and instituting other safety measures and conducting safety training.

During a recent facility inspection, the school was found to be in overall "good condition." The maintenance and landscaping staff works very hard to provide a safe, clean and student-centered environment that is conducive to learning. The attractively maintained landscaping, clean and recently painted buildings, and outstanding playground facilities amplify the feeling that education of children at Palo Verde is a cause well supported by both staff and community.

The district takes great effort to ensure all school facilities are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the state of California's Office of Public School Construction.

The results of this survey are available at the school office and at the district office.

Age of School Buildings

This school has 34 classrooms, a multipurpose room, library, staff lounge and administration building. The main campus was built in 1949. Additions were constructed in 1958, 1968, 1995, 2001 and 2004. In 2014, a multipurpose building with a state-of-the-art kitchen, stage and gymnasium was added. Also included in the new construction project was a six-classroom wing with a computer lab and a fully equipped science lab. 2014 also saw the expansion and modernization of the office and the renovation of the 100, 200 and 300 wing bathrooms. The State Facilities Funds funded all recent construction and modernization projects.

Maintenance and Repair

District maintenance staff ensures the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Buildings and grounds are routinely inspected, maintained, repaired or upgraded as needed. A work-order process is used to maintain efficient service and give emergency repairs the highest priority.

Cleaning Process and Schedule

The principal works daily with the custodial staff to develop cleaning schedules to keep a clean and safe school. Palo Verde employs three part-time janitors who clean all rooms on a daily basis after school hours. All facilities are kept in safe and clean condition.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/12/2019



School Theme

Our School Theme is "Every Student Succeeds." The success of all students is paramount, and it takes a team to make this a reality. All students will be encouraged and challenged to do their best. Parents and members of our community will be implored to partner with Palo Verde staff as we pursue our quest of seeing that every student succeeds.

Textbooks and Instructional Materials

Palo Verde follows the California State Department of Education's guidelines for adoption and implementation of textbooks and related instructional materials. All textbooks and materials used at Palo Verde have been adopted by the State Board of Education or are aligned to the California Common Core State Standards (CCSS) or the California State Standards. Palo Verde adopted new science textbooks aligned with the California State Standards, and teachers are in the process of aligning units of instruction to the CCSS state-adopted textbooks. The district is currently looking at social studies textbooks. These books will be selected by the district adoption committee and approved by a majority of the teaching staff and recommended to the district board of trustees for final approval. All textbook content fits within the curriculum framework adopted by the State Board of Education.

Each student has access to his or her own textbooks and materials in all core areas for during-school and after-school use. Textbooks are reinforced by the use of manipulatives, computers, audiovisual materials, a well-stocked school library and a variety of instructional presentations. The district also utilizes several web-based reading and mathematics programs, including Scholastic's Read 180, Accelerated Reader, and Lexia Reading (Core5).

The district provides further resources to students and staff through the library-media center and the computer lab. Additionally, the district contracts with the Tulare County Office of Education, which provides access to a variety of multimedia instructional materials and support services.

Palo Verde adopted the new Houghton Mifflin Harcourt ELA curriculum and has been undergoing intensive professional development training from qualified consultants employed by Houghton Mifflin Publishing.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Big Day, Houghton Mifflin Harcourt (TK)	2016
Reading/language arts	California Journeys, Houghton Mifflin Harcourt (K-5)	2016
Reading/language arts	California Collections, Houghton Mifflin Harcourt (6-8)	2016
Reading/language arts	SRA Read 180 Replacement Program (4-8)	2009
Mathematics	Go Math!, Houghton Mifflin Harcourt (1-5)	2014
Mathematics	Illustrative Math (6-8)	2018
Mathematics	Next Gen Math	2018
Science	STEMScopes (TK-5)	2019
Science	Impact Science (6-8)	2019
History/social science	Macmillan/McGraw-Hill (K-5)	2007
History/social science	Glencoe and McGraw-Hill (6-8)	2007

Quality of Textbooks

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

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

◇ Not applicable.



Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Palo Verde Union ESD	Palo Verde ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	22	23	22	22
Without a full credential	5	0	4	5
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Palo Verde ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



Suspensions and Expulsions

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

Suspensions and Expulsions		Three-Year Data								
		Palo Verde ES			Palo Verde Union ESD			California		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates		2.1%	1.6%	3.5%	2.1%	1.6%	3.5%	3.6%	3.5%	3.5%
Expulsion rates		0.0%	0.0%	0.5%	0.0%	0.0%	0.5%	0.1%	0.1%	0.1%

✧ Not applicable.

Types of Services Funded

In addition to general state funding, Palo Verde Unified Elementary School District received state and federal categorical funding for the following categorical, special education and support programs:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher and Principal Training)
- Title II, Part D (Enhancing Education Through Technology)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- Title IV, Part A (Safe and Drug-Free Schools and Communities)
- Rural Education Achievement Program (REAP)
- Migrant Education
- Class Size Reduction
- CHOICES After School Program
- State Preschool
- Local Control and Accountability Plan (LCAP)

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.2
Social worker	0.4
Nurse	1.0
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	1.0

Public Internet Access

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

School Financial Data

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

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$10,428
Expenditures per pupil from restricted sources	\$3,916
Expenditures per pupil from unrestricted sources	\$6,512
Annual average teacher salary	\$80,715

Expenditures Per Pupil

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

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2017-18 Fiscal Year
	Palo Verde Union ESD	Similar Sized District
Beginning teacher salary	\$48,155	\$45,252
Midrange teacher salary	\$71,380	\$65,210
Highest teacher salary	\$88,825	\$84,472
Average elementary school principal salary	✱	\$107,614
Superintendent salary	\$117,300	\$124,686
Teacher salaries: percentage of budget	34%	31%
Administrative salaries: percentage of budget	5%	7%

Financial Data Comparison

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

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Palo Verde ES	\$6,512	\$80,715
Palo Verde Union ESD	\$6,512	\$80,715
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	-13.3%	+24.3%

✱ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234

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

All data accurate as of December 2019.