



Palo Verde Union Elementary School

9637 Avenue 196 Tulare, CA 93274 ▪ palo-verde.k12.ca.us

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

SARC 2024-25 School Accountability Report Card
Published in 2025-26



Palo Verde Union Elementary School District

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Principal's Message

Palo Verde Union Elementary School is a rural, single-site school district encompassing approximately 20 acres located just southwest of the city of Tulare. Approximately 510 PK-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, foster respect, responsibility and resilience and prepare students for success in life.

In 2014, Palo Verde earned a national Title One award for Closing the Gap. Title I students scores matched the achievement of students who did not qualify as Title I students.

In 2018-19, Palo Verde was recognized as the fourth most outstanding school in California for the performance of its English language learners. The school earned the Beating the Odds award for exceeding expectations for second language learners.

In 2024, Palo Verde ranked number two on the English language arts (ELA) California Assessment of Student Performance and Progress (CAASPP) test and number four in the state on the CAASPP mathematics test.

Palo Verde has invested heavily in training instructional staff. Instructional goals for teachers in 2025-26 are to continue implementing and increase proficiency in active learning, using formative and summative assessments to drive instruction, and challenge students to take ownership of their learning. Staff are to use Kagan Cooperative Learning strategies in all subject areas in order to engage students in the learning process, develop their communication skills, and improve and build equity and relationships. In writing, staff are to use Step up To Writing to help students with writing fundamentals, write across the curriculum, and use circle underline, underline when reading text in order to develop their ability to identify and build capacity to find and write main ideas, and supporting details. In math, students are expected to participate in multiple Number Talks each week to develop math fluency and be able to look at math problems with creativity. Math manipulatives appropriate to the concept being taught are to be used in every unit so that students can develop a concrete understanding of math operations. Palo Verde takes the mandate to have students reading on grade level by grade 3. Primary grade teachers are being trained in reading science and phonics instruction. Palo Verde adopted the University of Florida Literacy Institute (UFLI) phonics instruction program for the 2025-26 school year in grades K-2. PK and TK are using Learning Genie and supplemental materials to teach reading acquisition.

The district strives to provide students with opportunities to compete and perform, and have firsthand experiences to help students build background knowledge. The school has one of the top junior high pole vault teams in the southern San Joaquin Valley and has had numerous vaulters place or win competitions in the central San Joaquin Valley. The school competes in a small school sports league and participates in volleyball, football, soccer, cross country, and softball/baseball. The school provides intersession activities for students in TK-8. The program has focused on science, technology, engineering and math (STEM), history, and physical activity. We had camps for soccer, self-defense, baseball/softball, cheerleading, and will include basketball this year. Palo Verde students compete against other local teams and have the chance to improve their gaming skills and develop sportsmanship and honor through competition.

Palo Verde also provides many non-sports-based activities so students have a chance to compete and participate in a variety of activities. Palo Verde students have the opportunity to participate in the Math Superbowl, Anti-Tobacco Bowl, Science Olympiad, Poetry and Prose, Spelling Bee, drama, chess club, esports, leadership conferences, journalism, and service projects.

The district values first hand experiences, and over the course of a student's tenure at Palo Verde, they will have the opportunity to go to many historical, scientific, and many intriguing locations and events. Venues include the Fresno Zoo, Imagine U, Vossler's Pumpkin Patch, the CALM living history museum, Grant's Grove, Sacramento, local colleges, the high school Ag farm, La Brea Tar pits, caverns, mountains, travel to see fossils, a five-day trip to SCICON science camp for sixth grade and a one-day trip for fifth grade, and various other field trips.

The Palo Verde community recognizes the need for social emotional health support and has worked to provide resources. Palo Verde was awarded the California Community Schools Program Plan grant in 2024, and was able to hire the following full-time staff: school counselor; social worker; psychologist; and community liaison. The school was also able to get the Community Engagement grant in the fall of 2025. The goals of the Comprehensive School Safety Plan (CSSPP) and Community Engagement Initiative (CEI) teams are to address mental health, improve attendance, increase parent education, improve school safety, increase student achievement, and educate students about career and ongoing education opportunities.

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.

School 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.

School 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

Chris De Azevedo, Board President

Mario Coelho, Board Clerk

Mark Trigueiro, Board Member

Lorraine Cleek, Board Member

Gloria Hauff, Board Member

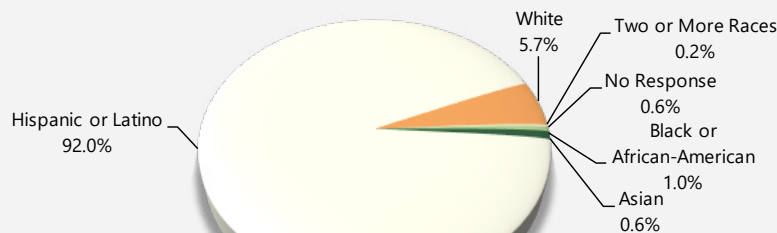


Be Your Best!

Enrollment by Student Group

The total enrollment at the school was 511 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



Enrollment by Student Group

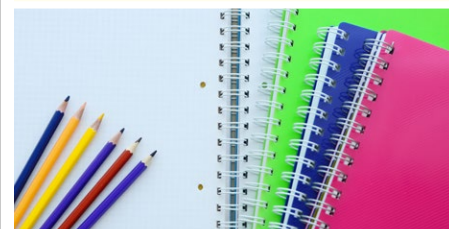
Demographics

2024-25 School Year

Female	51.10%
Male	48.90%
Non-Binary	0.00%
English Learners	40.10%
Foster Youth	0.60%
Homeless	6.50%
Migrant	2.20%
Socioeconomically Disadvantaged	89.00%
Students with Disabilities	5.90%



"Our staff and Board of Trustees believe education is a shared responsibility—shared by the school, the parents and the students."



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. The district reaches out to parents and staff through the Parent Square communication platform that is able to call, text and email the Palo Verde community. Palo Verde has enabled parents, guardians and authorized users to access grades for students in grades four to eight. Aeries allows users to track their child's grades and homework.

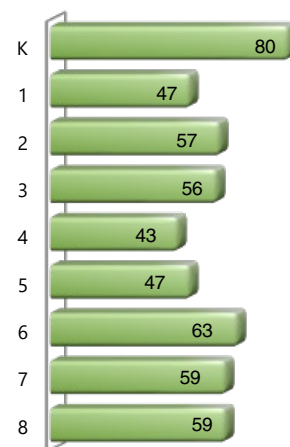
Parents have opportunities to volunteer at the school through the English Learner Advisory Committee (ELAC), School Site Council and the Parent Teacher Organization (PTO). The PTO has taken an active role in the school, and through fundraising efforts, it has provided the school with many needed items, such as band and athletic uniforms, technology, reading incentives, a marquee and soccer goals. The PTO has also supplied 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 has also provided encouragement to teachers through Teacher Appreciation Week and has sponsored special days for students and staff. The PTO parents will now be able to volunteer in the classroom; chaperone field trips; participate in parent surveys; attend 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.

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. For more information on how to become involved, contact Superintendent/Principal Phil Anderson. PTO President Erika Pena can be reached by email at erika.pena@paloverdeschool.org.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

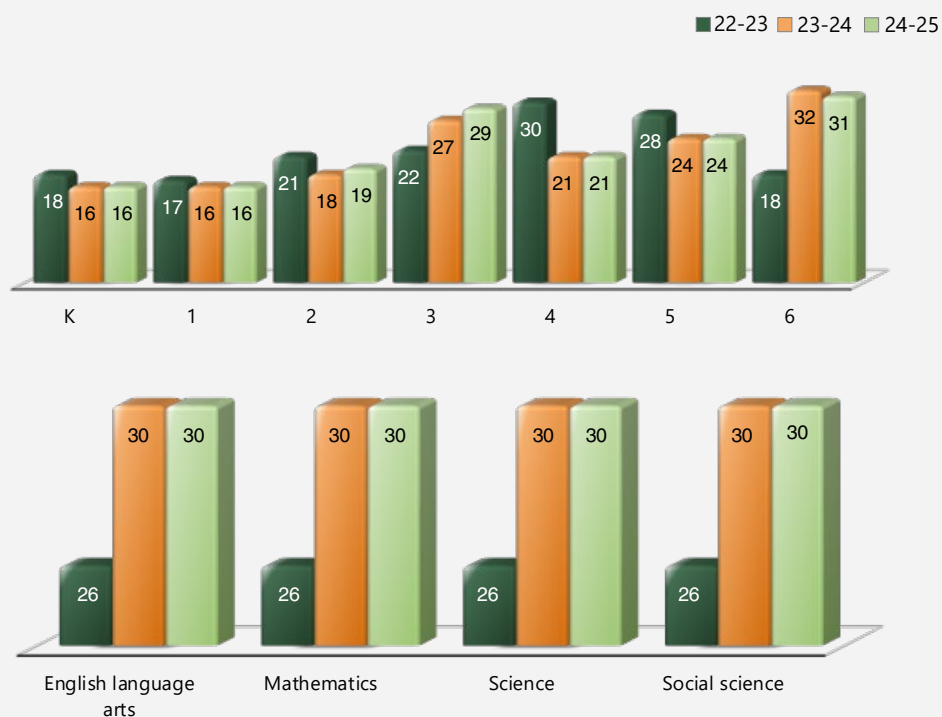
Enrollment by Grade



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)

	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			3			3		
1	3			3			3		
2		2		3			3		
3		2			2			2	
4		2			2		1	1	
5		2			2			2	
6	2				2			2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		4			1			4	
Mathematics		4			1			4	
Science		4			1			4	
Social science		4			1			4	

"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."



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Palo Verde ES			Palo Verde Union ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	1.70%	0.90%	1.10%	1.70%	0.90%	1.10%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Professional Development

Palo Verde Union Elementary School District had a Kagan trainer come to the district for two days to teach staff cooperative learning techniques. The district had training regarding diabetes, seizures, CPR and other health-related issues. The staff has also had two training sessions showing staff how to utilize the ActVnet alert and attendance program. Primary teachers and aides participated in training in Reading Mastery and reading science. The district has a math consultant working with Palo Verde staff to help staff further develop active learning including the use of math manipulatives and cooperative learning. The district releases students early every Wednesday. The district uses approximately half of those days for collaboration or professional development (PD). The district has also hired Education Consulting Services LLC to provide ongoing Professional Learning Community guidance and professional development in instruction, curriculum and lesson planning. All staff receive self-paced training in sexual harassment, bully recognition, suicide prevention and response, child-abuse reporting protection requirements, diversity awareness and blood-borne pathogen exposure prevention. In addition, staff were able to participate in training using substitutes during school hours or after hours for additional compensation. Topics for training were determined by feedback from teachers and stakeholders as well as needs created by current social conditions, new curriculum needs, mandates, etc. A major focus for 2023-24 was continuing to work on pacing guides, curriculum maps and instructional strategies. The staff also continued collaboration in Professional Learning Communities to designate key standards, and select common assessments and shared teaching practices.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10%	0.00%
Female	0.40%	0.00%
Male	1.90%	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	1.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.50%	0.00%
English Learners	0.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.50%	0.00%

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	14
2024-25	20
2025-26	29

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. 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 participating in each of the five fitness components 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	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
5	100.0%	100.0%	100.0%	100.0%	100.0%
7	99.1%	99.1%	96.3%	95.3%	96.3%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	547	541	51	9.40%
Female	282	280	26	9.30%
Male	265	261	25	9.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	505	499	44	8.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	29	29	5	17.20%
English Learners	225	222	18	8.10%
Foster Youth	❖	❖	❖	❖
Homeless	34	34	4	11.80%
Socioeconomically Disadvantaged	487	483	40	8.30%
Students Receiving Migrant Education Services	11	11	1	9.10%
Students with Disabilities	40	40	3	7.50%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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)
- Learning Continuity and Attendance Plan (LCP)
- ESSER 1, 2, 3
- ELO-P
- Educator Effectiveness Funds



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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Palo Verde ES		Palo Verde Union ESD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	28.69%	20.37%	28.69%	20.37%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Palo Verde ES		Palo Verde Union ESD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	49%	41%	49%	41%	46%	48%
Mathematics	40%	34%	40%	34%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. 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.

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 by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	108	108	100.00%	0.00%	20.37%
Female	52	52	100.00%	0.00%	13.46%
Male	56	56	100.00%	0.00%	26.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	102	102	100.00%	0.00%	19.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	35	35	100.00%	0.00%	5.71%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	69	69	100.00%	0.00%	18.84%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	333	323	97.00%	3.00%	41.18%
Female	177	172	97.18%	2.82%	43.02%
Male	156	151	96.79%	3.21%	39.07%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	309	299	96.76%	3.24%	39.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	17	17	100.00%	0.00%	58.82%
English Learners	114	104	91.23%	8.77%	9.62%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	222	215	96.85%	3.15%	40.93%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	23	23	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	333	333	100.00%	0.00%	33.93%
Female	177	177	100.00%	0.00%	29.38%
Male	156	156	100.00%	0.00%	39.10%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	309	309	100.00%	0.00%	32.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	17	17	100.00%	0.00%	58.82%
English Learners	114	114	100.00%	0.00%	9.65%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	222	222	100.00%	0.00%	33.78%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	23	23	100.00%	0.00%	0.00%

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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 their own textbooks, either in print or available digitally, and materials in all core areas for during-school and after-school use. All grade 1-8 students have access to their own Chromebook so they can access core curriculum and supplementary programs. Preschool, TK and K students have iPads for use in their classrooms. The district utilizes web-based reading and mathematics programs, including Scholastic's Read 180, Accelerated Reader, Lexia Reading (Core5), Next Gen Math and Moby Max.

Textbooks are reinforced by the use of manipulatives, computers, audiovisual materials, a well-stocked school library and a variety of instructional presentations. In addition, 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 Houghton Mifflin Harcourt English language arts (ELA) curriculum in 2016 and has undergone professional development training from qualified consultants employed by Houghton Mifflin Publishing.

The UFLI phonics program was adopted in May of 2023.

The district uses Step Up to Writing for writing instruction and assessment.

Textbooks and Instructional Materials List (2025-26 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
Reading/language arts	Step Up to Writing (K-8)	2014
Mathematics	Go Math!, Houghton Mifflin Harcourt (1-5)	2014
Mathematics	Desmos (6-8)	2018
Mathematics	Next Gen Math (K-8)	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 (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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

2025-26 School Year

Data collection date	9/9/2025
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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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status (2025-26 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	Exemplary
Date of the most recent FIT report	7/28/2025

School Facilities

There are 24 permanent classrooms and 10 portable classrooms in use on the campus. There is sufficient room for all classes. The school has a multipurpose room, library, staff lounge, administration building, music room, a staff lounge, a junior high and a lower grade science lab, and a newly refurbished room converted to a library, and a library that was converted into four offices and a conference room.

The main campus was built in 1949. Additions were constructed in 1958, 1968, 1995, 2001 and 2004. In 2004, a multimedia library, staff lounge, band room and three new classrooms were added. The latest construction was in 2014 and added a six-classroom wing with a fully equipped science lab and a multipurpose building with a state-of-the-art kitchen and a gym floor where volleyball and basketball competitions and other PE activities are held and doubles as a cafeteria. The multipurpose room is also used for assemblies, music and drama performances, and for a variety of school and community activities. There is a stage in the multipurpose room where performances take place. The stage can be closed off to form a room that is used as the band room, PD location, or instructional space.

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. In 2014 the school also constructed a school garden, which now has two outdoor class shade structures, a green house, raised beds and compost bins. Classes can grow plants of their choice, and flowers, vegetables, and ornamental plants are grown and harvested over the course of the year, and some of the produce makes its way into the school cafeteria.

The district used Elementary and Secondary School Emergency Relief (ESSER) funds to remove asbestos tile and older carpeting and replace it with luxury vinyl during summer vacation 2024.

During the winter of 2022, electrical service to the 100-300 and office wings was rerouted to the panel at the 400 wing.

During the summer of 2020, roofing on the library, 400 wing and 700 wing portico was replaced. During the summer of 2022, Room K, the 700 wing and room 503 all got new roofs.

In 2022-23, the school converted the original cafeteria to a library. The additional space allowed the school to offer many more books to students. The stage in the library was given an update that included stage lights, a laser projector, video screen, and a new sound system. The area in front of the stage was kept as a spectator area and new furniture was purchased to provide seating for the audience.

Continued on page 13

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 in 2017 and is updated each year
- Students grades 6-8 all participated in the "Signs of Suicide" training. Students learned how to recognize behaviors in students that were indicative of suicide. During the training, mental health professionals were on site in case the training triggered mental health episodes in students.

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School Facilities

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The pole vault team practices after school and competes on the weekends. The PTO helped fund a new pole vault pit in 2024, and the district funded a runway and rubber runway surface and a cement pad with a jumpbox for the pit. The school replaced the original pole vault pit with a new one and bought new poles and standards. This fall, the school poured a cement runway and purchased a tartan surface for the cement. The District also installed a cement base for the pit and installed a permanent jump box. The district poured a 40' by 70' cement slab and is working on installing a metal shade structure that would provide shade and protection from the rain when students are outside for recess.

The summer of 2025 was a busy one. Basketball courts received new striping and new basketball poles and hoops. A seatrain was customized and placed on the playground. One side is a recess equipment room and the other side is a student store.

The grounds have ample room to accommodate PE, sports activities and recess. There are six basketball and six volleyball courts, a pole vault pit and runway and a play structure area for grades 1-8. There is a smaller PK/Kindergarten playground with grass areas, a cement tricycle track and a play structure. An interior safety fence, an additional cement area, and bus play structure were added to the PK playground during Christmas break in 2023.

The district takes great effort to make sure all school facilities are clean, safe and functional. Buildings and grounds are routinely inspected, maintained, repaired or upgraded as needed. The four district maintenance staff keep the grounds manicured and they ensure that repairs are accomplished quickly. A work-order process is used to maintain efficient service and give emergency repairs the highest priority. 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 and lends to creating a positive learning environment. The district procured funds through Self Help and used those funds to install five water fountains that have built in water bottle filling stations.

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. The head of maintenance and the maintenance workers conduct regular inspections, and staff can also notify administration when they see needed repairs and administration passes work orders along to the maintenance staff.

The principal works regularly with the night custodians to develop cleaning schedules and to keep a clean and safe school. The custodians clean and remove trash from all rooms, bathrooms and the office on a daily basis. This includes daily mopping, vacuuming, cleaning and disinfecting all regularly touched surfaces.

Palo Verde has worked to continually improve technology. The district hired a full-time computer engineer in 2019. The district received funding from the federal E-rate program to upgrade its technology infrastructure. In 2019, E-rate-provided funding for new fiber optic cabling throughout all buildings built prior to 2014 and was completed in early spring of 2020. The file server was migrated to a new email system and its Wi-Fi system was upgraded in 2019. The Broadband Infrastructure Improvement Grant (BIIG) funded the spring 2020 upgrade of the school's internet connection from 100-megabits to a 1 gigabyte. The spring of 2020 also saw an E-rate-funded replacement of access points and wireless controllers. A replacement and upgrade of network switches and controllers was scheduled for early spring 2021. All classes in grades TK-8 have Chromebooks for each student and all teachers have interactive Smartboards. The district garnered the Emergency Connectivity Fund (ECF) funding for the 2021-22 school year. The grant purchased 490 touchscreen Chromebooks for all students in grades 1-8 and iPads for all instructional staff. The district also purchased iPads for PK-K classrooms. The grant also covers wireless connectivity for the year. The district also purchased the Jive phone system and is now using the system for interior extensions and for incoming and outgoing calls. Looking forward, the district has plans to increase its internet connection to a 100 GB connection, upgrade cabling to CAT 6 fiber and replace teacher laptops.

Palo Verde has worked to increase school safety by improving fences, installing and upgrading security cameras, electric gates and providing staff to ensure that students are well supervised. The school is also implementing a countywide emergency response and alert system. The school also regularly conducts safety training and CPR/AED certification classes. Special measures are being taken due to COVID-19 to make sure that the campus is cleaned and staff observe safe practices. The district also works to see that students, staff and their family members stay home when someone is sick, access by visitors is limited and teachers conduct daily wellness checks on their students.

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.

School Safety

Continued from page 12

- The creation of a Threat Analysis Team. Key personnel participated in training offered by the Tulare County Office of Education. The team then met prior to the end of the year to walk through the analysis process
- New for 2025-26, the SB 98: SAFE Act Notification Procedures plan

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 March 2026.



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.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

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)	19.0	82.6%	19.0	82.6%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	8.7%	2.0	8.7%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	2.0	8.7%	2.0	8.7%	15,831.9	5.7%
Total Teaching Positions	23.0	100.0%	23.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

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)	19.0	86.4%	19.0	86.4%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	4.6%	1.0	4.6%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	2.0	9.1%	2.0	9.1%	14,303.8	5.2%
Total Teaching Positions	22.0	100.0%	22.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

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)	19.0	82.6%	19.0	82.6%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	2.0	8.7%	2.0	8.7%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,112.8	4.3%
Unknown	2.0	8.7%	2.0	8.7%	13,705.8	4.9%
Total Teaching Positions	23.0	100.0%	23.0	100.0%	278,927.1	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

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)	0.0%	0.0%	0.0%
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%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year

	Ratio
Pupils to Academic counselors	521:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.75
Social worker	1.00
Nurse	1.00
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 (2023-24 Fiscal Year)		
	Palo Verde Union ESD	Similar Sized District
Beginning teacher salary	\$63,140	\$55,247
Midrange teacher salary	\$93,580	\$80,745
Highest teacher salary	\$116,455	\$109,655
Average elementary school principal salary	✳	\$133,828
Superintendent salary	\$150,778	\$155,953
Teacher salaries: percentage of budget	30.29%	25.26%
Administrative salaries: percentage of budget	4.14%	6.12%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Palo Verde ES	\$8,598	\$99,513
Palo Verde Union ESD	\$8,598	\$99,513
California	\$11,146	\$85,291
School and district: percentage difference	◆	◆
School and California: percentage difference	-22.9%	+16.7%

✳ The principal and superintendent are combined as one position.

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

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 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). 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 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$15,828
Expenditures per pupil from restricted sources	\$7,229
Expenditures per pupil from unrestricted sources	\$8,598
Annual average teacher salary	\$99,513



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.

School Accountability Report Card

Published by:

SchoolStatus

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