



# Twin Oaks Elementary School

1 Cassou Road • San Marcos, CA 92069 • (760) 290-2588 • Grades K-5

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<https://twinoakselementary.smusd.org/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### San Marcos Unified School District

255 Pico Ave., Ste. 250  
San Marcos  
(760) 752-1299  
[www.smusd.org](http://www.smusd.org)

#### District Governing Board

Stacy Carlson, President

Sydney Kerr, Vice President

Jaime Chamberlin, Clerk

Sarah Ahmad, Member

Carlos Ulloa, Member

#### District Administration

Dr. Kevin Holt, Interim  
Superintendent  
**Superintendent**

Tiffany Campbell  
Assistant Superintendent  
**Instructional Services**

Henry H. Voros  
Assistant Superintendent  
**Human Resources**

Michael Taylor  
Assistant Superintendent  
**Business Services**

### School Description

Twin Oaks Elementary School believes all students can, and will, achieve high levels of learning. Our mission is to maintain a positive, safe and orderly learning environment where academic excellence is the standard, diversity is valued, and all children reach their full potential as students and as people. The staff of Twin Oaks Elementary School, in partnership with parents and community, is committed to developing responsible, resourceful, life-long learners in an atmosphere of mutual respect, pride, and cooperation. In accomplishing this mission, all students will acquire the knowledge, skills, and attitudes to be successful in school and beyond.

The Twin Oaks staff has high expectations for all students. We are committed to establishing a learning environment that is safe, inclusive, stimulating and motivating. Our staff is committed to the pursuit of excellence and works hard to ensure all students are successful. We encourage parental involvement and value the partnership between home and school. Our goal is for each student to experience a sense of pride and accomplishment.

### Major Achievements:

- Californai Distinguished School - 2002
- National Blue Ribbon - 2004
- Title I Academic Achievement Award - 2002, 2003, 2004

## About the SARC

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

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

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	102
Grade 2	95
Grade 3	103
Grade 4	105
Grade 5	101
Total Enrollment	663

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	2.1
Filipino	2.7
Hispanic or Latino	58.1
Native Hawaiian or Pacific Islander	0.3
White	31.7
Two or More Races	4.8
Socioeconomically Disadvantaged	51.7
English Learners	26.7
Students with Disabilities	11
Homeless	1.8

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Twin Oaks Elementary	18-19	19-20	20-21
With Full Credential	38	36	39
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	18-19	19-20	20-21
With Full Credential	♦	♦	929
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Twin Oaks Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Reading Writing Listening and Speaking

Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

### English Language Development (ELD)

English Learner students engage in daily ELD lessons. These lessons provide EL’s challenging English language development to gain proficiency in a range of rigorous academic skills. ELD CCSS

### ELA/ELD Supplemental Instructional Materials

K-5 Benchmark Universe, Benchmark Steps to Advance digital library, E-Books, ePocket Chart, Videos, iReady Learning/Reading Rosetta Stone

### Math:

Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

- Mathematics Supplemental Instructional Materials
- Ready Mathematics Classroom iReady/ Math Learning
- K-5 Math Investigations Kit, 2012 Pearson
- K-5 Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers
- K-5 Teaching Student Centered Math Teacher
- K-5 Math Journals
- K-5 Math iReady workbook, Curriculum Associates
- Math San Francisco Unified School District (online)
- Dream Box personalized digital program (TK)

### Science:

The district has adopted the Scott Foresman California Science program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum, Mystery Science and Virtual STEAM Innovation . District is in the building awareness phase of NGSS Standards.

### Social Studies:

The district has adopted California Reflections published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

## Textbooks and Instructional Materials

Year and month in which data were collected: 11/01/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016  TK- Benchmark Ready to Advance, adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Ready Classroom Mathematics, adopted in 2020 iReady  SFUSD Math TK Units, adopted in 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Benchmark Advance, adopted in 2016</p> <p>Virtual STEAM and Innovation, adopted in 2020</p> <p>Scott Foresman Science, adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Harcourt California, adopted in 2007</p> <p>Reflections</p> <p>Benchmark Advance, adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	See above, adopted in 2013-2020

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

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

#### School Facility Conditions and Planned Improvements

Twin Oaks Elementary opened in 1998 with 700 students, and we now have approximately 720 students. We stagger our lunch period to relieve crowding on the playground. Our 3 playgrounds have been rebuilt with new floors throughout the school. Our school includes seven buildings and eight portable classrooms. Together they accommodate approximately 830 people. We have 32 classrooms, a multipurpose room, a library, and an administration building. The facilities are in excellent condition and are maintained by a dedicated custodial staff.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

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

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

Year and month in which data were collected: 09/24/2020 - 09/29/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Girls RR by MPR: 4: (D) Wall tiles are missing, damaged, or loose (D) Walls have damage from cracks, tears, holes or water damage Room 07: 4: (D) Ceiling tiles are stained Room 17: 4: (D) Walls have damage from cracks, tears, holes or water damage Room 21: 4: (D) Ceiling tiles are stained

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Electrical : 5: (D) Cluttered classroom or storerooms
<b>Electrical:</b> Electrical	Fair	Room 02: 7: (D) lighting fixture or bulbs are not working or missing Room 19: 7: (D) lighting fixture or bulbs are not working or missing Room 22: 7: (D) lighting fixture or bulbs are not working or missing 15: (D) Loose or damaged thresholds that pose a trip hazard Room 23: 7: (D) lighting fixture or bulbs are not working or missing Room 24: 7: (D) lighting fixture or bulbs are not working or missing Room 28: 7: (D) Lighting covers are missing, damaged, or loose Room 31: 7: (D) lighting fixture or bulbs are not working or missing Room 43: 7: (D) lighting fixture or bulbs are not working or missing Storage: 7: (D) lighting fixture or bulbs are not working or missing Work Room: 7: (D) lighting fixture or bulbs are not working or missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 32: 9: (D) Sink/fountain is dirty
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Girls RR by 7: 15: (D) Loose or damaged thresholds that pose a trip hazard Library: 15: (D) Loose or damaged thresholds that pose a trip hazard Playground : 14: (D) Signs of water drainage problems including standing water on hardscape areas Psychology : 15: (D) Locks and other security hardware are not functioning properly Room 16: 15: (D) Door jambs have excessive scratches and wear marks Room 22: 7: (D) lighting fixture or bulbs are not working or missing 15: (D) Loose or damaged thresholds that pose a trip hazard Storage: 15: (D) Door jambs have excessive scratches and wear marks
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	67	N/A	50	N/A
Math	46	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	42	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

Parent volunteers provide wonderful support to our classroom teachers. In addition to volunteering in classrooms, families are welcome to attend schoolwide events such as Family Fridays, Spirit Rallies and Spirit Days. Our school has an active Parent Teacher Organization, School Site Council and English Learner Advisory Committee. Parent input is encouraged and valued.

### State Priority: School Climate

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

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

### School Safety Plan (School Year 2020-2021)

The Comprehensive Safe School Plan includes safe school procedures and compliance with laws including child abuse reporting, disaster response, suspension and expulsion policies, notification of teachers of dangerous students, sexual harassment, schoolwide dress codes, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment conducive to learning, rules and procedures on school discipline pursuant to Ed Code sections 35291 and 35291.5, and lock-down procedures. A copy of the plan is available for inspection by the public.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.4	1.8	1.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	1657.5

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	9.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	2	4		19	3	4	4	34			2
1	23		4		19	4	1		25		3	
2	25		4		22	2	3		19			5
3	27		4		25		4		26		4	
4	32		2		35			3	29		3	
5	35			3	32		3		26		3	
Other**	15	3	2		5	2			20	2	1	

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	44	35	

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

Our elementary level focused professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. Our district ELA/ELD leadership team received training in Tier I literacy and ELD grounded in formative, summative assessments, and differentiated instruction. Our teachers have received training in our new math core curriculum Read Classroom Mathematics/iReady Teacher grade level leaders received support to deepen their understanding of effective Professional Learning Communities (PLC).

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,853	\$50,029
Mid-Range Teacher Salary	\$81,703	\$77,680
Highest Teacher Salary	\$103,282	\$102,143
Average Principal Salary (ES)	\$130,413	\$128,526
Average Principal Salary (MS)	\$134,412	\$133,574
Average Principal Salary (HS)	\$152,000	\$147,006
Superintendent Salary	\$245,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

- Gifted and Talented Education (GATE)
- LCAP Supplemental
- Credential Music Teacher
- Title I

#### DataQuest

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

#### California School Dashboard

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

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11573	4871	6702	76393
District	N/A	N/A	8002	\$80,122
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.5	3.4
School Site/ State	-19.3	-0.1

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