Twila Reid School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Twila Reid School
Street	720 South Western
City, State, Zip	Anaheim, CA 92804-3831
Phone Number	714-236-3845
Principal	Mrs. Erin Helenihi
Email Address	erin.helenihi@savsd.org
Website	http://www.savsd.k12.ca.us/Schools/Reid/reidhome.html
County-District-School (CDS) Code	30666966030506

Entity	Contact Information
District Name	Savanna Elementary School District
Phone Number	714-236-3800
Superintendent	Dr. Sue Johnson
Email Address	superintendent@savsd.org
Website	www.savsd.org

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

Twila Reid School is a Transitional kindergarten through 6th grade school. Twila Reid's population of 594 students represents a diverse population. Approximately 32% of students at Twila Reid are English Language Learners. The large majority of these students are Spanish speaking. About 77% of the school's students are on the free or reduced lunch program. Twila Reid is supported by school wide Title I funds. Students are involved in a variety of activities that support the acquisition of the common core standards. The staff is composed of 26 regular classroom teachers, a special education resource teacher, two Title 1 resource teachers, one speech therapist, a part time psychologist, and a nurse. This highly qualified staff provide differentiated instruction for all students. In addition to the small group instruction tailored to meet the needs of our students, we also support students with daily leveled, reading support. Each grade level works as a collaborative team with the Resource Specialist and a Title 1 teacher to provide leveled instruction for each student.

Going beyond the classroom, Twila Reid offers a variety of programs to help students achieve success. Each week, the "We Got Your Back" program supports Twila Reid's most needy students by providing a backpack full of food to share with their families. With the continued strong partnership with the Anaheim Police Department to ensure we have updated and efficient safety processes and procedures. Savanna School District has also partnered with local universities to provide social emotional support, speech and language support, and additional summertime enrichment for students. Twila Reid has supported students and parents with resources such as counseling, parenting classes, family camp, school shopping, art classes, and housing support. Savanna School District also offers students enrichment and additional practice of skills in frequent Saturday Academies throughout the year. Through the support of North Orange County Task Force (NOC) the High School "Bigs" program provides mentors for students who need additional support. Twila Reid families also have the opportunity to participate in a variety of after school programs: Boys and Girls Club, YMCA Achieves, and the Child Development Center. In cooperation with our surrounding community, we will also continue our strong, positive relationships with the Tiger Woods Learning Center. Savanna School District also provides augments the academic program provided by giving opportunities in the arts. Students in grades 4- 6 have access to Music Masters as well as providing the Meet the Masters program for all students.

It is the mission of Twila Reid School, through a partnership with parents and the community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. Here at Twila Reid School, students are encouraged to be successful, life-long learners, prepared to accept responsibilities and challenges that may present themselves in the future. The caring and supportive staff continues to maintain a safe and nurturing environment so that all students can be successful. All staff members at Twila Reid will continue the implementation of the Positive Behavior Interventions and Supports (PBIS) approach to student discipline. Our goal is to reinforce positive behavior and prevent discipline problems. Students are encouraged to display that Twila Reid "R.O.C.K.'s"- and that students can be Responsible, Own their Actions, be Caring, and be Kind at all times. In addition to this positive behavior system that is taught to all students, we also have a Title 1 teacher devoted to Social Emotional Learning on campus. We provide instruction proactively to help students work together cooperatively as a community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	102
Grade 1	77
Grade 2	91
Grade 3	86
Grade 4	104
Grade 5	96
Grade 6	94
Total Enrollment	650

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.3
Asian	13.7
Filipino	4.2
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	1.4
White	7.7
Two or More Races	4.9
Socioeconomically Disadvantaged	75.2
English Learners	39.7
Students with Disabilities	8.6
Foster Youth	0.5
Homeless	16.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	30.25	27.5	104
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

The Savanna School District adopted the Benchmark Advance English Language Arts/English Language Development materials for the 2017-18 school year. It is in place in all K-6 classrooms. In 2016, we adopted the Houghton Mifflin, Go Math Series for K-6 students and it is in place in all classrooms. Both of these series are aligned to the Common Core State Standards. We adopted the Science (Harcourt School Publishers) and Social Science (Harcourt School Publishers) materials in 2007. We expect to pilot new Science and Social Science materials as they become available. Health and Visual and Performing Arts are taught utilizing a variety of instructional tools and strategies.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Mathematics	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
History-Social Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Health	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Health.	Yes	0
Visual and Performing Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Visual and Performing Arts.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The staff of Reid strives to maintain a clean and safe learning environment for the students. Assessments of the school's aesthetic and safety conditions are made by the principal on a monthly basis, and thorough quarterly inspections are made by the District's Director of Maintenance, Operations, and Transportation. Custodians make routine, daily inspections of all exterior and interior areas of the school. As per SB550 all facilities are in good repair. Over the past few years, modernization projects have been completed at the Reid campus as a result of the passage of Measure N at the November 4, 2008 election and Measure G at the June 5, 2012 election. A new Outdoor Learning Center was constructed, becoming the 'heart' of the campus where student success is celebrated. The school playgrounds received 'extreme makeovers' with new age-appropriate equipment designed to promote physical fitness, large and small motor skills, balance, and upper-body strength for students. The poured-in-place rubber surfacing was designed to provide high levels of safety for students with minimal maintenance requirements. In addition, classrooms and office spaces were enhanced with new furniture, upgraded wall systems, energy efficient dual-paned windows, new energy efficient heating and air conditioning units, new plumbing, electrical, and upgraded roofing. Our heating and air conditioning units, lighting, security cameras, classroom projectors, and even irrigation systems are on energy management systems, controlled remotely to ensure that units do not run during times they are not needed. Preschool and before-and-after-school childcare programs were relocated to provide better access for parents during hours when the school office is not open. School security enhancements are multi-faceted and include perimeter fencing, security cameras throughout the campus, paging systems, emergency notification systems, enhanced fire alarm systems, and increased security lighting after school hours. The remodeled student restrooms are 'student friendly' with new plumbing and sewer lines, energy-efficient fixtures, and terrazzo flooring that will last at least another 50 years! Regular maintenance projects take place to maintain the district's high standards of quality facilities. In the fall of 2015, a Technology Learning Center with 32 computers, a teaching station and flat screen monitors was completed. In the summer of 2016, an additional Technology Learning Center with an additional 32 computers with flat screen monitors was added, and in the summer of 2019 a third Technology Learning Center was added. A STEM Center was added in the summer of 2018 with additional flat screen monitors, White board walls, and computers added. In addition, there are six computers in every classroom and various classrooms throughout the site utilize iPads as part of the instructional program.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 7-19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	52	48	50	50	50
Mathematics (grades 3-8 and 11)	40	43	43	46	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	371	99.73	0.27	51.75
Male	182	182	100.00	0.00	50.00
Female	190	189	99.47	0.53	53.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	55	55	100.00	0.00	69.09
Filipino	22	22	100.00	0.00	86.36
Hispanic or Latino	239	238	99.58	0.42	44.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	60.00
Two or More Races	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	287	286	99.65	0.35	49.30
English Learners	178	178	100.00	0.00	48.88
Students with Disabilities	44	44	100.00	0.00	15.91
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	64	64	100.00	0.00	48.44

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	371	99.73	0.27	43.40
Male	182	182	100.00	0.00	46.70
Female	190	189	99.47	0.53	40.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	55	55	100.00	0.00	69.09
Filipino	22	22	100.00	0.00	77.27
Hispanic or Latino	239	238	99.58	0.42	35.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	44.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	33.33
Socioeconomically Disadvantaged	287	286	99.65	0.35	38.46
English Learners	178	178	100.00	0.00	43.26
Students with Disabilities	44	44	100.00	0.00	22.73
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	64	64	100.00	0.00	28.13

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

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

• Pupil outcomes in the subject areas of physical education.

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

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.7	28.9	19.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

When parents are partners in their children's education, the results are improved student achievement, better school attendance, reduced dropout rates and decreased delinquency. Years of research have shown that parents who are actively involved with their child's education have children who do well in school. Parents and families can make a big difference in the education of young people. The plan to accomplish this at Twila Reid Elementary School is the School-Parent Compact. When parents, students, and school personnel work together, student achievement is gained. Twila Reid partners with the community and parents to provide a wonderful learning environment.

Parents can become involved in several ways. The School Site Council is a council of parents, teachers, classified staff and the principal who monitor the implementation of the School Plan for Student Achievement and generally act as an advisory and decision-making body for the school's many programs. The English Language Advisory Committee gives input about the needs of our English language learners and is composed of parents, teachers, and the principal.

The PTA (Parent Teacher Association) is also an integral part of the school's support services through its work as parent volunteers, as program fund-raisers, and as a school-parent communication resource. The PTA also provides community involvement opportunities for our community after school hours like our family movie nights, book fairs, book bingo nights and other fun events.

Parents are welcomed on campus as classroom volunteers, and to school events such as award ceremonies, Read Across America, classroom celebrations, etc. All parents are kept informed of meetings and events with our Blackboard system, and our District Website. The website lists the following ways parents can be involved: attend parent/teacher conferences, read a story to a small group, help in the library, attend PTA meetings and help at activities, help with Book Fairs, put up a bulletin board, chaperone a field trip, support PTA fund-raisers, make copies for teachers, share your job/profession, video student performances, help with school programs, attend parent education classes, help in the classroom, attend advisory committee meetings, participate on school-level advisory committees.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.8	3.6	2.3	1.7	1.6	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Reid School has a School Safety Plan which encompasses an Emergency Preparedness Plan, and a district Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent school environment. Additional safety measures include:

- Monthly drills held for fire, earthquake, and/or secure campus scenarios.
- Staff members trained and assigned specific responsibilities for emergency operations.
- Emergency supplies and food and water located in classrooms and at strategic locations throughout the school.
- Perimeter fencing and security cameras.
- Identification and tracking procedure for visitors who may only enter the campus through the school office.
- School-wide paging systems.
- School buses have on-board security cameras.
- State of the art bus pass system that tracks students entering and exiting the school buses via bus passes.

* . Navigate Prepared Safety system

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	20	5			24	1	3		20	3	2	
1	26		3		25		3		26		3	
2	25		4		26		4		26		3	
3	25		4		27		4		25		4	
4	26		4		27		3		26		4	
5	27		4		27		4		28		3	
6	27		4		26		4		27		4	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	.0
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,497	$2,765	$7,732	$84,682
District	N/A	N/A	$7,721	$88,149.00
Percent Difference - School Site and District	N/A	N/A	0.1	-2.3
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	14.4	10.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

The general fund income for the Savanna School District includes revenues from local, state, and federal sources. This money is used to pay for teacher and support personnel salaries, health and welfare benefits for employees, instructional supplies, utilities, staff development, and equipment needs in the district. Twila Reid school also receive funding designated for limited English proficient students and Title 1 funding which is used for students in need of intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,936	$49,378
Mid-Range Teacher Salary	$89,979	$77,190
Highest Teacher Salary	$110,316	$96,607
Average Principal Salary (Elementary)	$137,764	$122,074
Average Principal Salary (Middle)	$0	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$213,370	$189,346
Percent of Budget for Teacher Salaries	39%	36%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Professional development has focused on the data analysis and differentiating instruction utilizing Common Core State Standards across the curriculum. Teachers and staff members have received training on the Common Core Standards and effective strategies to implement the standards including EDI, Differentiated Instruction, Intervention strategies, Thinking Maps, Interaction with Text, Write from the Beginning, implementation of Go Math materials, mathematical practices, STEM, the implementation of technology across the curriculum, iPad implementation, Project GLAD, the implementation of the Benchmark Advance ELA Series, the implementation of the iReady Program, and English Language Development standards and strategies. Teachers have also received training on the implementation of the Illuminate Data System and data analysis. In addition, teachers have had an opportunity to participate in a variety of curricular task forces including English Language Development/English Language Arts, STEM, Wellness and Math. Professional development was provided through a variety of delivery methods including full day and part day workshops, grade level collaboration, coaching and demonstration lessons. New teachers are supported through regularly scheduled meetings and professional development related to their needs.