



# Tres Pinos Elementary School

5635 Airline Hwy. • Tres Pinos, CA 95075-0188 • (831) 637-0503 • Grades K-8  
Bronson Mendes-LoBue, Principal  
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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Tres Pinos Union Elementary School District

5635 Airline Highway  
Tres Pinos, CA 95075  
(831) 637-0503  
www.trespinoschool.org

#### District Governing Board

Emily Skow

Linda Kershaw

Colleen Bryan

Edward Schmidt

Cassandra Spencer

#### District Administration

Bronson Mendes-LoBue  
**Superintendent**

**Superintendent**

### School Description

#### Mission Statement

It is the mission of Tres Pinos Union Elementary School, in partnership with the school community, to support and sustain a system of learning which will inspire all students to think, to learn, and to care. We will strive to instill in each student a desire for lifelong learning and offer them the opportunity to realize their highest aspirations for the good of both the individual and society.

#### School Profile

Tres Pinos Union Elementary School District is a small rural TK-8 single school district located one mile north of the village of Tres Pinos and 5 miles south of Hollister. Tres Pinos Elementary has been experiencing declining enrollment and at the start of the 2020/2021 school year, enrollment is at 63 students.

As a direct result of our rural setting, our school operates multi grade classrooms. Therefore, teachers, administrator, and the school community are continuously working together to plan staff development activities that will help us better understand the complexity of multigrade curricula implementation and the corresponding workload required of teachers for the quality program they provide. The desired outcome is to have a program that is focused on ensuring that each child is successful.

Presently assigned to Tres Pinos Union School are four teachers, one paraprofessional, one executive secretary; and the Superintendent/Principal.

Due to COVID-19, Tres Pinos Parent Teachers Organization has not been able to meet and has not had any fundraisers.

#### 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	13
Grade 1	9
Grade 2	3
Grade 3	11
Grade 4	6
Grade 5	11
Grade 6	7
Grade 7	10
Grade 8	21
<b>Total Enrollment</b>	<b>91</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	26.4
White	70.3
Two or More Races	1.1
Socioeconomically Disadvantaged	69.2
English Learners	2.2
Students with Disabilities	12.1

## 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 Tres Pinos Elementary School	18-19	19-20	20-21
With Full Credential	5	6	4
Without Full Credential	1	6	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tres Pinos Union Elementary School District	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Tres Pinos 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)

Tres Pinos Union Elementary held a public hearing on September 13, 2018, and determined that the school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

In the 2018/2019 school year, Tres Pinos School adopted Weekly Studies for the Social Studies curriculum, and is looking at Science Curriculum for the upcoming state adoption.

### Textbooks and Instructional Materials

Year and month in which data were collected: 9/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Collections 7-8th  Houghton Mifflin Journeys K-6th Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Pearson Scott Foresman EnVision Adopted 2014  McGraw Hill California Common Core Mathematics (Courses 1, 2, and 3) Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Glencoe (MacMillan/McGraw Hill) Adopted 2001  McGraw-Hill Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Weekly Studies - adopted in 2018/2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Health	MacMillan/McGraw Hill Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

Tres Pinos Elementary School was built in 1978 and is comprised of six classrooms, multipurpose room, library, office building, staff lounge, and playground.

**Cleaning Process:** Tres Pinos Union Elementary School contracts out for janitorial services. The principal and staff work daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board, in its contract with the janitorial service company, has adopted cleaning standards for the entire school site. A summary of these standards are available at the district office for review. Due to COVID-19, cleaning procedures have been increased each evening. On Wednesday, students do not attend in-person, so the cleaning crew comes in early to begin a deep cleaning of all rooms.

**Maintenance and Repair:** The District contracts out with maintenance staff to ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. During the 2019/2020 year, repairs were made on the kindergarten playground that had been identified on the FIT report.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

The Board of Trustees is looking into proposals to replace the cracked asphalt on playgrounds. In 2019, the district replaced the asphalt on the Kindergarten playground. The district also has replaced the chain links on the swing sets and has done minor repairs on the FIT report.

### 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: 09/2020**

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	Poor	Stained carpets, carpets worn out in main office, bookshelf not anchored to wall.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	A broken electrical conduit was visible at the left rear of Room 5.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Damage visible at the bottom of the post for one of the stall enclosures in boys restroom. Toilet leak at handicap stall in girls restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Rodent removal is well under control; however, there is a need to landscape the field to get rid of squirrel holes. Water has caused edges of blacktop to rise and may cause a trip hazard. Wood deterioration and delaminations at lower janitor door areas. Grass is dead on field due to drought. One park bench has two broken boards. Uneven concrete walks in front.
<b>Overall Rating</b>	<b>Fair</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	42	N/A	42	N/A	50	N/A
Math	37	N/A	37	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	17	N/A	17	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)

Tres Pinos Elementary greatly benefits from its supportive parents. In the past, parent volunteers in the classroom, provided instructional support, help on field trips and coaching after school athletics. The District Advisory Committee and the Parent/Teacher Organization provide opportunities for parents to provide input about the district's budget, participating on the LCAP plus input on programs and activities at the school. Other parent/teacher committees that meet on a regular basis are the Eighth Grade Graduation Committee and the Sixth Grade Science Camp Committee.

In 2018/2019, we had three Parent Math Nights for parents to attend a session with their Child's teacher on the specific concepts students were working on in class. Due to COVID 19, our school year was shortened and we did not conduct parent math nights.

Parents have the opportunity to check their child's progress by having access to the Aeries parent portal on our website.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Tres Pinos Elementary School at 831-637-0503. They may also email the school at [blobue@sbcoe.k12.ca.us](mailto:blobue@sbcoe.k12.ca.us)

For the 2020/2021 school year, Tres Pinos Union School implemented a new app and website program so that all parents would have the option to download a free app of our school and all communication is available on this app and website. Due to the restrictions of visitors and volunteers, due to COVID 19, the PTO has not been able to meet and fundraisers have not happened.

**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)**

Safety of students and staff is a primary concern of Tres Pinos Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Disaster, fire, and lock-down drills are conducted on a regular basis throughout the school year.

There is one paraprofessional on yard duty during morning recess. Lunch recess is supervised by the paraprofessional and the Principal.

Parents and Volunteers have been limited this year due to COVID 19 restrictions.

Our COVID19 procedures are as follows:

Parents had the option at the beginning of the year to do in-person learning two days a week or on-line learning. Cohort 1 attends Monday and Tuesday, Cohort 2 attends Thursday and Friday. Wednesday is distance learning for all students so that the campus can have a thorough cleaning between cohorts. Classroom sizes range from 7 to 3 students per cohort.

Students drive up and the Principal takes their temperature before exiting the vehicle. There are three specific questions asked also about COVID SYMPTONS, exposure and travelling out of state. Once students enter the campus, they are to wear a face covering the entire time except when they are eating.

Classrooms have desks spaced 6 feet apart and students are reminded to social distance on the playground.

Recesses are staggered so that the cohort is at recess and not mixed with other cohorts. Students are reminded to wash their hands with soap and water when leaving the classroom and before entering the classroom. No balls are shared during the day and at the end of the day they are collected and sprayed with Lysol.

Dismissal is staggered also. Grades TK-4th grade being dismissed at 2:00 and the upper grades 5-8th being dismissed at 3:00. Students exit the campus with face coverings on.

A fence was installed where there was space to enter the campus. The campus is completely fenced in and access onto the campus is through the office with a sign-in with the secretary. Due to COVID19, all persons who enter the campus have a health check with a thermometer and are asked three specific questions in our safety plan for COVID 19. The Reopening of San Benito County Schools guidelines was prepared and Tres Pinos Elementary was able to conduct in-person and on-line learning for their students starting in August, 2020. Also in place is the COVID-19 guidance for Positive Case or Close Contact requirements that help guide the administration in decisions to either stay open or close.

Last date reviewed & updated: Fall, 2020

**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	6.3	10.0	6.3	10.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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*	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.



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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	8	2			9	2			7		2	
1	12	1			6	1						
2	8	1			10	1			3			1
3	13	1			5	1			11	1		
4	7	1			11	1			5	1		
5	13	1			8	1			11	1		
6	10	2			11	1			7	1		
Other**									10	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	6	6	

Staff have been attending on-line distance learning classes through the San Benito County Office of Education. Each workshop has specific instructions on how to teach through Google classroom. The Administration also attends virtual workshops that will help support teachers with on-line technical strategies.

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year that are provided by the San Benito County Office of Education. During the 2018-2019 school year, the staff attended professional development with the new intervention program Successmaker. For 2017/18 and 2018/2019 the school administered Renaissance Learning STAR 360 benchmarks three times a year as the testing program to track student progress.

During 2017/2018, staff members attended training's with Aeries, the student information system new to the school and setting up report cards and gradebooks on Aeries. The Superintendent/Principal attended training for the new ELPAC assessment for English Language Learners. Office staff attended an Epi pen training in November and teachers and administration attended two STAR 360 workshops for the new benchmark system through Renaissance Learning. In 2018/2019, teachers attended training on the new intervention program. In 2019/20 staff attended CPR, first aide and AED training.

During 2020/2021, the district purchased i-ready and teachers attend Wednesday workshops on how to use the data system to monitor student progress.

The district is looking at a new NGSS Science program and staff have been attending Workshops about this new program. The district is piloting the Houghton Mifflin Science Dimensions program for graded TK-8th.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (ES)		\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary		\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	30.0
Administrative Salaries	10.0	6.0

\* 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

In addition to general state funding and local funding, Tres Pinos Elementary receives state and federal funding for categorical funds and other support programs. The School receives a Rural Education Achievement Program grant that funds support staff.

In addition to the core curricula, the district offers enrichment and academic support programs such as intervention and the Algebra Academy, Successmaker, ST Math and Math intervention.

### 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	\$10,399	\$1,304	\$9,094	\$62,223
District	N/A	N/A	\$7,938	
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	13.6	0.0
School Site/ State	16.0	-13.8

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