



# Twinhill Elementary School

11000 Campbell Avenue • Riverside, CA 92505 • (951) 358-1665 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Alvord Unified School District

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#### District Governing Board

Carolyn M. Wilson, President

Lizeth Vega, Vice President

Joanna Dorado, Ed.D., Clerk

Julie A. Moreno, Member

Robert Schwandt, Member

#### District Administration

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**Superintendent**

Dr. Robert E. Presby

**Assistant Superintendent, Human  
Resources**

Fernando Cubias

**Interim CBO, Business Services**

Dr. Sherri Kemp

**Executive Director, Educational  
Services**

Kevin Ememaker

**Executive Director, Administrative  
Services**

### School Description

Welcome parents and families to the 2019-2020 School Accountability Report Card for Twinhill. In this document, you will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment and the condition of our facilities. The Twinhill teachers, support staff and administration work collaboratively to create a positive learning environment which supports the academic and personal growth of all our students. We focus on the Common Core standards, character education, the use of data to drive teaching and learning, and to provide consistent implementation of the curriculum so we can continue to increase students' achievement and progress. Twinhill is creating a path of success as we continue to build relationships with parents/families, students and community partners to ensure the growth and success of all our students so they will realize their unlimited potential.

Twinhill Elementary School is located in the northwestern region of Riverside and serves students in grades transitional kindergarten through five following a traditional calendar.

In an effort to support our students and further their success and growth, we promote a learning environment which supports college readiness for all students. As part of this endeavor, every classroom adopts a four year college/university. A bulletin board in every classroom is devoted to the adopted college/university and college vocabulary. Every Friday our students and staff proudly show their college spirit by wearing clothing that represents their adopted college/university.

Character counts at Twinhill. We support our students' development of positive character traits through an emphasis on the Six Pillars of Character: Respect, Responsibility, Trustworthiness, Fairness, Caring and Citizenship. We model these character traits in an effort to support these character traits in our students, so they will continue to develop decision-making skills that will serve them throughout their educational careers and beyond. Our students are recognized for their positive character with "Caught Being Good" slips, character cash, monthly character awards and other incentives. Together we have made a commitment to provide the best educational program for all Twinhill students. Please let us know if you have any questions, concerns or comments regarding the information in this report or our school. Together with hard work and collaboration, our students will be challenged to realize their unlimited potential.

### Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

## 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, 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	78
Grade 2	81
Grade 3	69
Grade 4	87
Grade 5	70
Total Enrollment	459

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
Asian	0.9
Filipino	1.1
Hispanic or Latino	91.9
White	4.1
Socioeconomically Disadvantaged	87.1
English Learners	49.5
Students with Disabilities	11.8
Foster Youth	0.4
Homeless	4.8

## 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 Twinhill Elementary	17-18	18-19	19-20
With Full Credential	21	20	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alvord Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	838
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	18

### Teacher Misassignments and Vacant Teacher Positions at Twinhill Elementary School

Indicator	17-18	18-19	19-20
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)**

On September 19, 2019, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Twinhill Elementary School uses the governing board adopted textbooks and instructional materials as detailed in the table:

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 19, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	McGraw Hill, World of Wonders, TK / Adopted in 2018 Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, California Science, K-5 / Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	McGraw Hill, World of Wonders, TK / Adopted in 2018 Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Harcourt, Harcourt Health / Adopted in 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

Twinhill Elementary School, built in 1960, is located on 10.9 acreage and its square footage totals 57,246. The school has 22 permanent classrooms, five portable classrooms, four sets of restrooms, one computer lab, one counselor's office, one library/media center, one multipurpose room, one multi-use classroom and two work rooms. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and one evening custodian who work with the school administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Deferred Maintenance projects planned for this school year include repairing roofs, tree trimming, blacktop repair, lounge window repair.

\* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: October 10, 2019 @ 7:58 am**

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	MPR-3 light bulbs out in MPR; Library-1 lightbulb out, dirty return vents; Room 4-1 lightbulb out
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Webs and dust were noticed throughout the campus; all areas need to be dusted and free of cobwebs.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Room 201-electrical cord w/o protector
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kindergarten playground-paint chipping off brackets
<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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	41	40	42	50	50
Math	25	29	27	28	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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	224	98.68	41.07
Male	117	116	99.15	43.10
Female	110	108	98.18	38.89
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	215	212	98.60	39.62
White	--	--	--	--
Socioeconomically Disadvantaged	208	205	98.56	38.05
English Learners	136	133	97.79	35.34
Students with Disabilities	35	35	100.00	17.14
Homeless	14	14	100.00	0.00

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.9	4.1	

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.

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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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	227	100.00	28.63
Male	117	117	100.00	31.62
Female	110	110	100.00	25.45
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	215	215	100.00	27.44
White	--	--	--	--
Socioeconomically Disadvantaged	208	208	100.00	25.48
English Learners	136	136	100.00	23.53
Students with Disabilities	35	35	100.00	5.71
Homeless	14	14	100.00	0.00

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.

## 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)

Parents and families are welcome at Twinhill and their involvement is welcomed and encouraged. Opportunities for parent/family involvement include volunteering in the classroom, participating in a school site decision-making group, and/or attending school events (e.g. Family Fun Nights, Family Education nights, parent workshops, Family Library time, 100 Mile Club, etc.).

The school communicates with parents/families about upcoming school events through flyers, parent conferences, the school marquee, the school website, the monthly calendar of events (AERIES parent portal), Class Dojo, and the Principal's Weekly phone message. Please contact our school office at (951) 358-1665 for more information on how to become involved in your child's learning environment.

#### Volunteer Opportunities:

Fundraising Activities  
 Chaperone Study Trips  
 Classroom Volunteer  
 Before, During & After School Activities

#### School Advisory Groups & Committees:

English Learner Advisory Council  
 Parent Teacher Organization (PTO)  
 School Site Council  
 Health & Wellness Committee

**School Events:**

100 Mile Club  
 Back to School Night  
 Career Day  
 Family Education opportunities (e.g. literacy, math, science)  
 Family Fun Nights (sponsored by PTO)  
 Gateway to College  
 Health and Wellness Family Night  
 Movie Night  
 Open House  
 Parent/Family Workshops (e.g. nutrition, positive parenting, college preparation)  
 Pastries with Parsons (quarterly)  
 PTO activities (e.g. Tornado Store, Red Ribbon Week, Breakfast with Santa, etc.)  
 Student Performances  
 Student Recognition Assemblies (monthly, end of semester)  
 Walk to School Day

**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**

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in September-October 2019. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.5	1.9
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.8	2.6
Expulsions Rate	0.3	0.3	0.5

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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 Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	459.0

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.5

\* 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	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	26		4		25		4		19	4		
1	23		3		25		3		26		3	
2	28		3		22	1	3		20	2	2	
3	22	1	3		19	4			23		3	
4	31		3		28		3		29		3	
5	25		4		30		3		23		3	
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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	27

All certificated and classified staff members participate in professional learning opportunities offered by the school. In addition, many staff members participate in additional learning opportunities appropriate for individual needs or for specific programs sponsored by the district through specific district departments. Site professional learning is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and student results on formative and summative assessments. District professional learning includes release days and after school workshops. When appropriate to meet the needs of students, staff members attend conferences. The site instructional coach supports certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring, as well as support from the site Instructional Coach. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2019-2020, Twinhill Elementary School's professional learning focused on:

- Math instruction and learning
- Number sense
- math progressions
- Eight Standards for Mathematical Practice (SMP's)
- Early Numeracy w/RCOE (TK-2)
- Literacy and small group instruction



Social Emotional Learning

Positive Behavior Support

Understanding CAASPP results

- Universal Tools, Designated Supports, Accommodations
- Smarter Balanced Resources and Comparison Crosswalk

English Language Development (ELD) grading and use of Bilingual Instructional Assistants

Character Development/School wide Behavior Standards plan

Health and Wellness

- seizures, EPI pen use, lice and pink eye
- AUSD Health and Wellness policy
- RISE initiative

\*individual teachers participated in an individualized coaching cycle with the Instructional Coach which includes in-class coaching, student performance data

\*new teachers are provided with an induction mentor

\*voluntary after school workshops are provided by the Alvord Teachers' association

Alvord Unified School District provided professional development for teachers and support staff in 2017-18 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS, iReady Diagnostic), student data chats, AERIES/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and AERIES gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2017-18: 19

2018-19: 18

2019-20: 20

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,579	\$51,374
Mid-Range Teacher Salary	\$83,720	\$80,151
Highest Teacher Salary	\$112,291	\$100,143
Average Principal Salary (ES)	\$129,356	\$126,896
Average Principal Salary (MS)	\$134,810	\$133,668
Average Principal Salary (HS)	\$146,265	\$143,746
Superintendent Salary	\$281,011	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

\* 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/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 7,437	\$ 812	\$ 6,625	\$ 83,387
District	N/A	N/A	\$ 7,069	\$92,673.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-200.0	-200.0

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**

In addition to local, state, and federal funds for special education and the base educational program, Twinhill Elementary School received the following supplemental state and federal funds in 2018-19:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.

Federal Title I funds to provide school-wide supplemental services to support students identified as not meeting the rigorous state academic standards. Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

**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.