

**Benjamin F. Beswick Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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.

**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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Benjamin F. Beswick Elementary School
Street	1362 Mitchell Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7385
Principal	Ashly McNamara
Email Address	amcnamara@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/beswick">https://www.tustin.k12.ca.us/beswick</a>
County-District-School (CDS) Code	30-73643-6030555

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
Email Address	gfranklin@tustin.k12.ca.us
Website	<a href="https://www.tustin.k12.ca.us/">https://www.tustin.k12.ca.us/</a>

### School Description and Mission Statement (School Year 2020-2021)

Our vision at Beswick Elementary is to provide a nurturing and rigorous educational program that focuses on all students meeting district and Common Core State Standards. We will challenge all students to become independent thinkers and lifelong learners by implementing the standards in a systematic and meaningful way to meet the needs of our diverse population.

Our vision is to establish a clearly defined partnership between teachers, staff, parents, and community members to promote and motivate educational growth for all students.

Our vision as educators is to participate in on-going meaningful staff development that continues to build our knowledge as instructional leaders to educate all students.

Our vision is to prepare students to be college and career ready and productive members of a technological society that can face the challenges of the future by empowering all stakeholders who impact the educational program at Beswick.

Our mission is to Motivate Growth, Educate Every Child, and Empower ALL.

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	78
Grade 1	68
Grade 2	77
Grade 3	82
Grade 4	87
Grade 5	119
Total Enrollment	511

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	3.1
Asian	3.5
Filipino	2.5
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.6
White	2.9
Two or More Races	1
Socioeconomically Disadvantaged	88.5
English Learners	42.7
Students with Disabilities	15.9
Foster Youth	0.8
Homeless	2.5

**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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	21	19	904
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	44

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October 2020

Tustin Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks\* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks\* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home. Due to the impacts of Covid-19, for the 2020-2021 School Year, Tustin Unified School District is committed to providing curriculum and instruction support for virtual learning for all student K-12 grade implementing instructional materials and curriculum provided through Florida Virtual School (FLVS). FLVS was purchased to provide licenses for access to a catalog of online courses for students K-12. Teachers may teach these courses with an unlimited number of students.

On October 12, 2020, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

\*textbooks may be digital or hard copy depending on textbook and adoption cycle

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Heineman Units of Study for Teaching Reading by Lucy Calkins (2016) Heineman Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins (2016) K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell (2016) McGraw Hill Wonders (2016)  Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt California Math Expressions Common Core (2014)	Yes	0%
<b>Science</b>	Twig Education Inc. Twig Science (2020)  This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.	Yes	0%
<b>History-Social Science</b>	Harcourt Reflections (K-5), 2007	Yes	0%
<b>Health</b>	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%

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

## School Facility Conditions and Planned Improvements

The Tustin 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 Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The 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.

Beswick had extensive upgrading completed in 2003-2004. Restroom facilities and all classrooms were made ADA compliant as were bus and car access areas. The administration building and multi-purpose room were both re-roofed and exterior lighting was enhanced. During the summer of 2013, the entire school exterior was painted. In the summer of 2016, Beswick's MPR was upgraded with new technology and sound equipment. Each classrooms' technology was upgraded this summer, 2020 throughout the campus to include new projectors in each classroom. A solar structure was installed in 2020.

### School Facility Good Repair Status

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 of the most recent FIT report:** April 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	43	N/A	62	N/A	50	N/A
Mathematics (grades 3-8 and 11)	38	N/A	53	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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.



**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	23	N/A	40	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.

**California Physical Fitness Test Results (School Year 2019-2020)**

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	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.

## 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 2020-2021)**

For the 2020-2021 school year, schools are operating in a hybrid model due to COVID-19 and state guidance on physical distancing. Although schools are operating in a new model, Tustin Unified and school leaders are working hard to ensure that there are many opportunities in the district for parental involvement through virtual SSC and ELAC meetings, virtual parent and community meetings, participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents are highly involved and active at Beswick Elementary School as evidenced by the many faces present on campus each and every day. Parents volunteer in many capacities: Red Ribbon Week, parent representatives, Home School Communication with translations, supporting student learning at home, virtual spirit days, PTA Board Members, and a multitude of other student-centered support teams.

Parents attend and participate in monthly PTA meetings, quarterly ELAC meetings and 4 times a year School Site Council meetings. Parents also attend Back to School night in the Fall and Open House in the Spring. Parents are valued and welcomed at Beswick Elementary. For more information on how to become involved at the school, please contact Ashly McNamara at (714)730- 7380.

Volunteers are always welcome and can contact our PTA President, Maria Hernandez or visit our PTA website at <https://www.beswickpta.com/> to find out more about involvement opportunities.

### 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

(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	0.0	0.2	2.7	2.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	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	2.0	1.3	2.5
Expulsions	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.

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

Date Last Reviewed by School Site Council (SSC): 02/24/20 (Pending February 9, 2021)

Date Updated and Approved by SSC: 02/24/20 (Pending February 9, 2021)

Date Discussed by Staff: 8/21/2020, 11/4/2020

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

Student safety is of utmost importance at Beswick Elementary School. A comprehensive safety plan is part of our overall School Improvement Plan and is revised and assessed annually. Students and staff participate in both emergency drills and fire drills. Prior to these drills, students are taught the appropriate safety practices and staff members are trained on their specific area of support. After each drill, the staff reviews the effectiveness of our procedures and makes any necessary revisions. Emergency preparedness supplies and equipment are inventoried on an annual basis to ensure that the needs of our students will be met in the event of a disaster. A Crisis Response Team has been initiated at our site as well as a redesigned communication corridor to improve the speed and accuracy of communication in the event of a disaster.

## 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	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	28		3		30		2		30		2	
1	25		2		25		2		25		2	
2	25		3		25		3		26		2	
3	30		3		29		3		29		2	
4	33		1	2	31		3		34			2
5	25	1	4		30		3		33			1
Other**					7	1			21	2	3	

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

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.9

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,130	\$3,141	\$7,988	\$91,602
District	N/A	N/A	\$7,751	\$87,448
Percent Difference - School Site and District	N/A	N/A	3.0	4.6

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	3.0	9.8

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

### Types of Services Funded (Fiscal Year 2019-2020)

Beswick Elementary School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL and Schoolwide Title I Program funds. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Beswick Elementary School receives funding from the following state and federal categorical funds for programs and services: Title I (support personnel, para educators, substitutes for teacher release days, technology, intervention program materials, professional development, parent involvement, data analysis, books to expand library selection, supplemental materials for at-risk students and program acceleration), and LCFF- ELL Local Control Funding Formula for English Language Learners (para educators, ELD program, technology, supplemental materials for English learners).

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,152	\$50,029
Mid-Range Teacher Salary	\$84,130	\$77,680
Highest Teacher Salary	\$111,981	\$102,143
Average Principal Salary (Elementary)	\$138,130	\$128,526
Average Principal Salary (Middle)	\$144,818	\$133,574
Average Principal Salary (High)	\$165,717	\$147,006
Superintendent Salary	\$349,749	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	13

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. This year was no exception, as staff and teachers had to prepare to teach as virtual instructors with a new platform and base curriculum to ensure equity and access for all students. Additional days of professional development occurred to prepare staff for Hybrid/Virtual learning. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

In prior years Beswick Elementary has surveyed its teachers and reviewed the results of assessments to identify areas of need and schedules staff development to strengthen the educational program. We analyze data trends and teachers have PLC time available on Mondays and twice a month on Wednesdays. We also have monthly Banking Minutes Professional Development opportunities. During these times, teachers receive training in literacy, mathematics and English Language Development. The staff utilizes data analysis protocols to systematically evaluate the results of assessment and evaluate instruction and drive decision making. In addition to site based activities, teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills, especially in the areas of Balanced Literacy and Conceptual Mathematics. Over the past three years, there have been summer institutes, summer training on campus around CGI and Balanced Literacy, and ongoing coaching from our Connect Coach and expert push-in coaching. Beginning teacher Induction Programs, District workshops, and professional conferences are also opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers utilize student assessment results to target instruction to better meet the individual needs of students. Our school wide focus is CGI, STEAM, and Balanced Literacy Practices.