

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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.

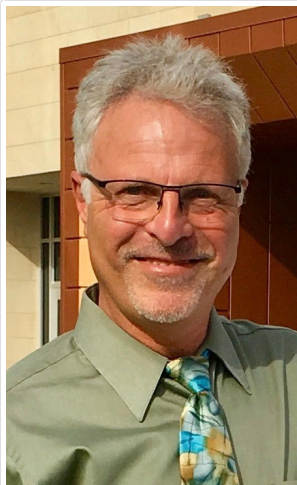
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



Dr. Alan Vann Gardner, Principal

Principal, Apple Blossom

About Our School

Apple Blossom School is one of four schools in the Twin Hills Union School District. We serve over 400 students from Transitional Kindergarten through Fifth grade. Apple Blossom School is nestled in the beautiful rolling hills of western Sonoma County. The school environment is friendly, supportive, and safe for our students. Families are welcome at school as parents are valuable partners in the education of our students. Our school staff includes a total of nineteen credentialed classroom teachers, plus two education specialists, an intervention teacher, assistant principal, a speech and language therapist, a part time counselor, a library technician, music teacher, art teachers, a psychologist, a nurse, an English language assistant and additional support staff such as classroom assistants, yard-duty aides, and wonderful office personnel.

The rigorous and engaging academic program is enhanced by an abundance of enrichment programs including, music, art, storytelling, gardening, program coding, primary grade Chorus and intermediate instrumental band. Students at all grade levels take field trips that are integrated into classroom instruction which provides them opportunities to venture out into the larger community. We have implemented social-emotional learning programs (i.e.: Toolbox, Zones of Regulation, student-led assemblies, Peacemakers) to support students in solving conflicts and building relationships.

We utilize computer assisted instruction to provide students another method of learning. Students can access our reading program LexiaCore5 (reading) at school and home as well as our math program is Dreambox and IXL. Third through fifth grade classes have one-to-one chrome books for students and kindergarten through third grade have Chromebooks or iPads available for their use.

The mission of Apple Blossom School is to nurture our students' creative and critical thinking, academic proficiency, global awareness, appreciation for diversity and respect for themselves and others in a continually changing technological world. Our programs support our vision of students as: critical thinkers, resilient learners, confident individuals, global citizens and best (respectful, responsible, mindful and kind) selves. By experiencing an engaging curriculum, Apple Blossom students prosper from the integration of art, music, gardening, science, technology, and physical education into the fabric of a rich and rigorous program founded on high academic standards in all subject areas.

Contact

Apple Blossom
700 Watertrough Rd.
Sebastopol, CA 95472-3917

Phone: 707-823-1041

Email: avangardner@twinhillsusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Barbara Bickford
Email Address	bbickford@twinhillsusd.org
Website	www.twinhillsusd.org

School Contact Information (School Year 2019—20)	
School Name	Apple Blossom
Street	700 Watertrough Rd.
City, State, Zip	Sebastopol, Ca, 95472-3917
Phone Number	707-823-1041
Principal	Dr. Alan Vann Gardner, Principal
Email Address	avanngardner@twinhillsusd.org
Website	https://ab-thusd-ca.schoolloop.com/
County-District-School (CDS) Code	49709616093140

Last updated: 1/29/2020

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

The mission of Apple Blossom School is to nurture our students' creative and critical thinking, academic proficiency, global awareness, appreciation for diversity and respect for themselves and others in a continually changing technological world.

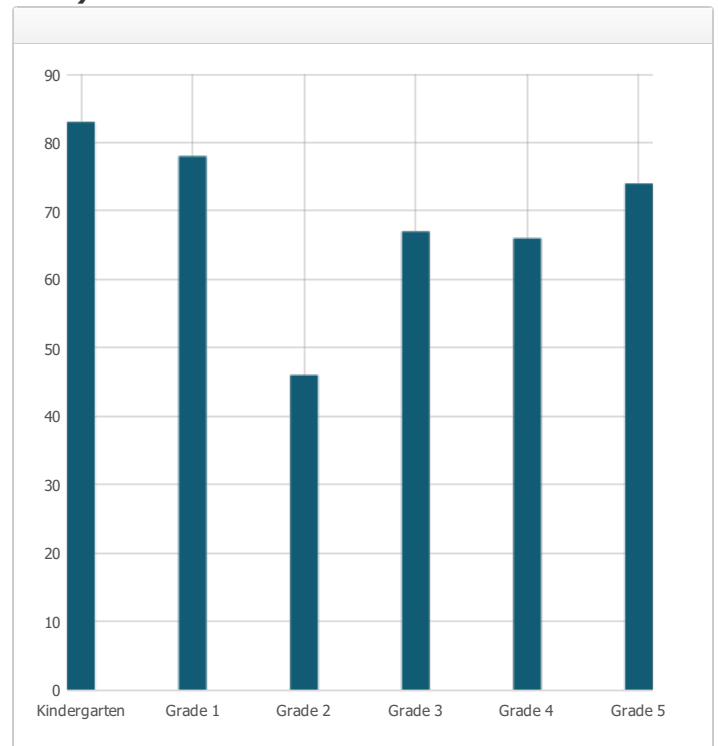
We envision students as being critical thinkers who solve problems creatively, resilient learners who are curious and persevere, global citizens who contribute and collaborate, confident individuals who make wise and healthy choices, and best selves who are respectful and kind.

Apple Blossom students prosper from experiencing an engaging curriculum, the integration of art, music, gardening, science, technology, and physical education into the fabric of a rich and rigorous program founded on high academic standards in all subject areas.?? A commitment to and variety of social emotional learning programs also provide a safe environment for learning and the skills to be successful as engaged and collaborative citizens of their community.

Last updated: 1/29/2020

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

Grade Level	Number of Students
Kindergarten	83
Grade 1	78
Grade 2	46
Grade 3	67
Grade 4	66
Grade 5	74
Total Enrollment	414



Last updated: 1/29/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	0.50 %
Asian	0.50 %
Filipino	0.50 %
Hispanic or Latino	20.50 %
Native Hawaiian or Pacific Islander	%
White	70.80 %
Two or More Races	7.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.30 %
English Learners	3.90 %
Students with Disabilities	8.50 %
Foster Youth	0.20 %
Homeless	0.20 %

A. Conditions of Learning

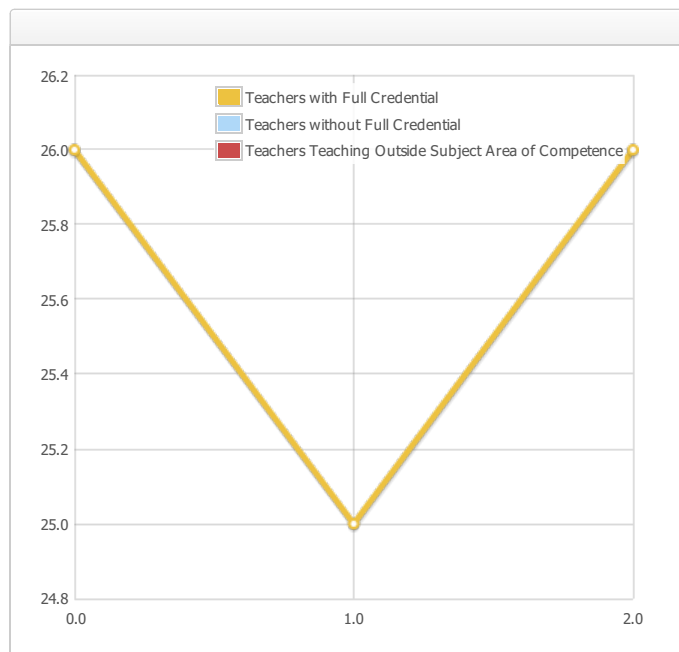
State Priority: Basic

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

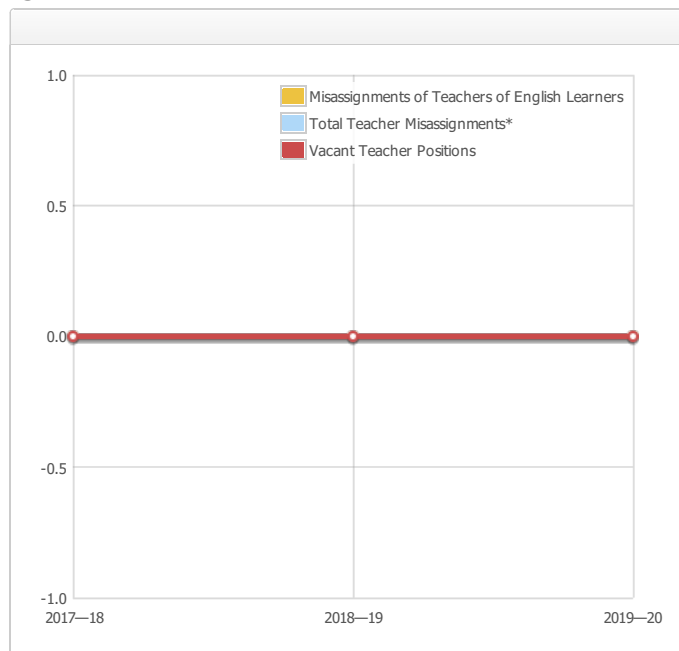
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	26	25	26	72
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/29/2020

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.

Last updated: 1/29/2020

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Center for the Collaborative Classroom's Literacy Suite adopted for 2018-19 Includes three programs, plus the intervention program, SIPPS: <ul style="list-style-type: none"> • Being a Writer (Adopted for 2016-17) • Being a Reader (Adopted for 2018-19) • Making Meaning (Adopted for 2018-19) • SIPPS (Systematic Instruction in phonemics awareness, phonics and sight words – <ul style="list-style-type: none"> • Adopted for intervention) • We also use Lexia Core 5 in K-2 and as an intervention curriculum in grades 4-5 (Using since 2012-13)	Yes	0.00 %
Mathematics	Pearson Investigations 3 Common Core – Investigations in Number, Data and Space Adopted for the 2016-17 School year	Yes	0.00 %
Science	FOSS (Full Option Science System) Next Generation, developed by the Lawrence Hall of Science, UC Berkeley (Adopted for 2015-16)	Yes	0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2020

School Facility Conditions and Planned Improvements

Apple Blossom Elementary School's current facility evaluation shows all areas including classrooms, bathrooms and playgrounds were evaluated and all are rated as Good or Exemplary. This district takes great pride in maintaining the grounds and facilities. The safety of our students, parents and staff members is a district priority.

Last updated: 1/29/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2019

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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2019

Overall Rating	Exemplary
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Last updated: 1/29/2020

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)	63.0%	59.0%	69.0%	65.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	42.0%	51.0%	47.0%	38.0%	39.0%

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.

Last updated: 1/29/2020

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	202	193	95.54%	4.46%	58.55%
Male	93	88	94.62%	5.38%	53.41%
Female	109	105	96.33%	3.67%	62.86%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	40	40	100.00%	0.00%	47.50%
Native Hawaiian or Pacific Islander					
White	139	131	94.24%	5.76%	60.31%
Two or More Races	19	18	94.74%	5.26%	72.22%
Socioeconomically Disadvantaged	65	59	90.77%	9.23%	40.68%
English Learners	13	13	100.00%	0.00%	61.54%
Students with Disabilities	26	23	88.46%	11.54%	30.43%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

Last updated: 1/29/2020

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	202	193	95.54%	4.46%	41.97%
Male	93	88	94.62%	5.38%	42.05%
Female	109	105	96.33%	3.67%	41.90%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	40	40	100.00%	0.00%	27.50%
Native Hawaiian or Pacific Islander					
White	139	131	94.24%	5.76%	45.04%
Two or More Races	19	18	94.74%	5.26%	55.56%
Socioeconomically Disadvantaged	65	59	90.77%	9.23%	23.73%
English Learners	13	13	100.00%	0.00%	30.77%
Students with Disabilities	26	23	88.46%	11.54%	21.74%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

Last updated: 1/29/2020

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

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	15.50%	43.60%	20.90%

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.

Last updated: 1/29/2020

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 can become involved in Apple Blossom School in a number of ways:

- Twin Hills Apple Blossom Educational Foundation
- School Site Council
- ELAC
- Volunteer in the classroom chaperone field trips, share special talents
- Attend Teacher/Student conferences
- Attend Back to School Nights and Open House

Other opportunities in volunteering with the Twin Hills Apple Blossom Educational Foundation are for specific programs throughout the year such as Halloween Carnival which supports enrichment programs including, but not limited to, art and gardening. The annual Walkathon/Jogathon involves the whole student body and volunteers for this project are always welcomed and encouraged. Please visit our website for more information: <https://ab-thusd-ca.schoolloop.com>. Please contact the school office at 707-823-1041 for additional information.

State Priority: Pupil Engagement

Last updated: 1/29/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

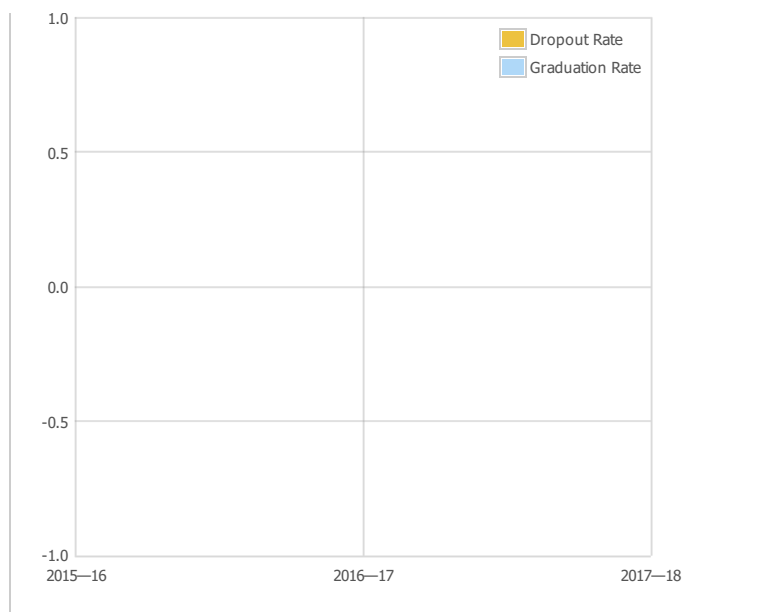
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	2.70%	0.00%	9.10%	9.60%
Graduation Rate	--	--	91.90%	100.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2020

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	2.20%	1.00%	0.90%	1.40%	0.60%	1.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/29/2020

School Safety Plan (School Year 2019—20)

Please refer to our district website for our comprehensive EOP safety plan by using this link:

<https://www.thusd.k12.ca.us/>

Use *District* drop down, then *Safety Plan*

Last updated: 1/29/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	4		
1	21.00	1	2	
2	23.00		3	
3	23.00		3	
4	24.00		3	
5	27.00		3	
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	3	2	
1	19.00	2		
2	22.00		3	
3	21.00	2	1	
4	24.00		3	
5	23.00		3	
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	3	1	
1	20.00	4		
2	23.00		2	
3	22.00		3	
4	22.00		3	
5	25.00		3	
6				
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.

Last updated: 1/29/2020

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

Title	Ratio**
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.

**Average Number of Pupils per Counselor

Last updated: 1/29/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.30
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	1.50

*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.

Last updated: 1/29/2020

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	\$8653.00	\$1256.00	\$7397.00	\$60490.00
District	N/A	N/A	--	\$61710.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2020

Types of Services Funded (Fiscal Year 2018—19)

Apple Blossom provides a number of supplemental programs to support students who are in academic need. These programs include small group targeted reading and math intervention, Lexia Reading, Dreambox, IXL, behavior plans, homework support and Solution Team.

Apple Blossom provides a multi-tiered system of support which aligns academic, behavioral and social-emotional learning in a fully integrated system of support for the benefit of all students. It includes Response to Intervention (RtI) which focuses on academics and Positive Behavior Intervention and Support (PBIS) which focuses on social and emotional learning. We integrate these programs so that both the academic side and the social-emotional learning side are aligned to serve the whole child.

Apple Blossom's Multi-Tiered System of Support provides many ways to support our students. Some of the ways are support students include:

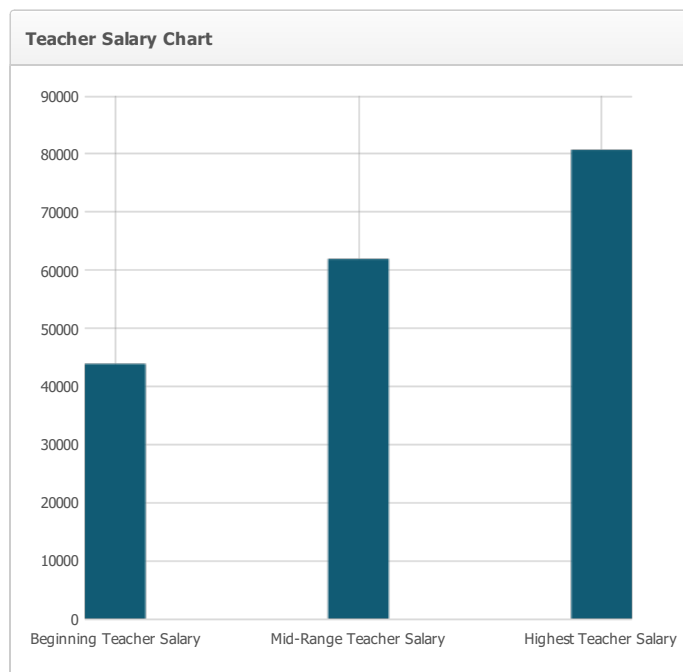
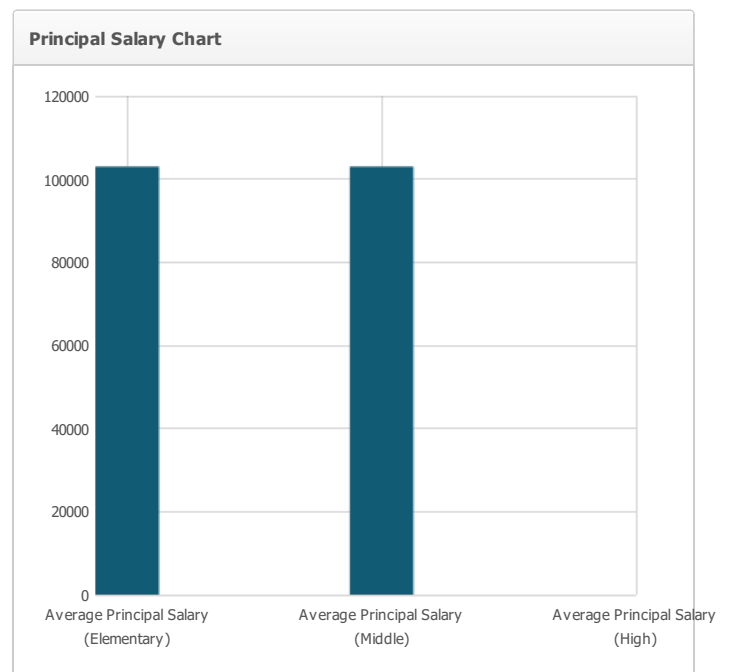
- Differentiated Instruction
- Classroom Aides
- Lunch time and after school Homework/Academic support
- Learning Center
- Designed ELD
- Educational Specialists
- Speech, Occupational Therapy per IEP
- Executive Function Counseling
- WIN (What I Need)
- PIP (Primary Intervention Program)
- Student Study Team
- Counseling Services
- Integrated Service Team

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,883	\$49,378
Mid-Range Teacher Salary	\$61,938	\$77,190
Highest Teacher Salary	\$80,723	\$96,607
Average Principal Salary (Elementary)	\$103,000	\$122,074
Average Principal Salary (Middle)	\$103,000	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$169,390	\$189,346
Percent of Budget for Teacher Salaries	47.10%	36.00%
Percent of Budget for Administrative Salaries	6.50%	6.00%

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



Last updated: 1/1/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3.0	3.0	3.0