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Twin Rivers Unified School District **Del Paso Heights Elementary School** CDS Code: 34-76505-6032932

590 Morey Avenue, Sacramento, CA 95838 ♦ (916) 566-3425
2013-14 School Accountability Report Card

Principal's Message

One of my most important goals is to keep you informed about activities, news and happenings at our school. You can look forward to newsletters, family nights, phone calls and parent-teacher conferences throughout the school year. If at any time you feel you are not receiving news from school in a timely manner, please contact the office.

Parents are always welcome at school. There are many ways for you to be involved in your children's education. Volunteering in a classroom, being a member of the School Site Council, and helping teachers with projects are just a few ways you can become involved. Your presence on campus promotes a feeling of community and family that will only strengthen our efforts. As students see parents and teachers working together, they come to better understand the meaning of teamwork.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

District & School Profile (School Year 2014-15)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Del Paso Elementary School had a beginning enrollment of 487 students in grades kindergarten through six for the 2013-14 school year. Student demographics are illustrated in the chart.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Del Paso Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

| Enrollment by Student Group | |
|------------------------------------|------------|
| 2013-14 | |
| | Percentage |
| African American | 16.4% |
| American Indian | 0.6% |
| Asian | 32.2% |
| Filipino | 0.6% |
| Hispanic or Latino | 32.9% |
| Pacific Islander | 4.7% |
| White | 7.8% |
| Two or More | 3.3% |
| None Reported | 1.4% |
| English Learners | 43.5% |
| Socioeconomically Disadvantaged | 95.7% |
| Students with Disabilities | 9.0% |

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| K | 67 | 51 | 56 |
| 1st | 71 | 83 | 58 |
| 2nd | 81 | 65 | 79 |
| 3rd | 76 | 75 | 72 |
| 4th | 73 | 72 | 79 |
| 5th | 84 | 68 | 66 |
| 6th | 66 | 70 | 77 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 75.3% | 24.7% |
| High-Poverty Schools in District | 75.3% | 24.7% |
| Low-Poverty Schools in District | N/A | N/A |

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

| Teacher Credential Status | | | | |
|---------------------------|--------|-------|-------|----------|
| | School | | | District |
| | 12-13 | 13-14 | 14-15 | 14-15 |
| Fully Credentialed | 18 | 18 | 21 | 1181 |
| Without Full Credentials | 0 | 0 | 0 | 14 |
| Working Outside Subject | 0 | 0 | 0 | 53 |

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

| Misassignments/Vacancies | | | | |
|--|----------|----------|----------|--|
| | 12-13 | 13-14 | 14-15 | |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | |
| Misassignments of Teachers (other) | 0 | 0 | 0 | |
| Total Misassignments of Teachers | 0 | 0 | 0 | |
| Vacant Teacher Positions | 0 | 1 | 0 | |

Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each 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 June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|-------------------------|-------------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| K-6 | English/ Language Arts | MacMillan/ McGraw-Hill CA Treasures | 2010 | Yes | 0.0% |
| 6th | History/ Social Science | Prentice Hall | 2006 | Yes | 0.0% |
| K-5 | History/ Social Studies | Pearson Scott Foresman | 2006 | Yes | 0.0% |
| K-6 | Mathematics | Houghton Mifflin | 2015 | Yes | 0.0% |
| K-6 | Science | MacMillan/ McGraw Hill | 2007 | Yes | 0.0% |

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056032932Textbooks_1.pdf

School Facilities (School Year 2014-15)

Del Paso Heights Elementary School was originally constructed in 1939 and underwent a complete modernization in 1998. The campus is currently comprised of 23 classrooms, a library, a playground, one computer lab, one counseling room, one staff lounge and a cafeteria.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, paving, and floor systems. For the 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

School Facility Conditions

Date of Last Inspection: 08/25/2014

Overall Summary of School Facility Conditions: Good

| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
|--|----------------------------------|------|------|--|
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | Boys Restroom by Classroom 23 - the restroom floor is dirty; Classroom 11/ Kindergarten - the restroom floor is dirty; Girls Restroom by Classroom 23 - the restroom floor is dirty. |
| Electrical | | X | | Grounds - the exterior building lights near classrooms 28, 30 31 and 32 are all missing the covers; Kitchen - there is one light out. |
| Restrooms/Fountains | | X | | Boys Restroom by Classroom 23 - the restroom floor is dirty; Classroom 11/ Kindergarten - the restroom floor is dirty; Girls Restroom by Classroom 23 - the restroom floor is dirty. |
| Safety (Fire Safety, Hazardous Materials) | X | | | Classroom 11/Kindergarten - there is paint cracking and peeling above the entry; Multipurpose Room - there is paint peeling on the south wall. |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.



California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

| California Assessment of Student Performance and Progress | | | | | | | | | |
|---|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Science | 29 | 34 | 30 | 46 | 44 | 48 | 60 | 59 | 60 |

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| California Assessment of Student Performance and Progress | |
|---|---------|
| Subgroups | |
| Subject | Science |
| District | 48 |
| School | 30 |
| Males | 26 |
| Females | 33 |
| African American/Black | * |
| American Indian | * |
| Asian | 26 |
| Filipino | * |
| Hispanic | 33 |
| Pacific Islander | * |
| White | * |
| Socioeconomically Disadvantaged | 30 |
| Students with Disabilities | * |
| Migrant Education | * |
| Two or More Races | * |

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| English/Language Arts | 40 | 33 | 25 | 40 | 42 | 40 | 54 | 56 | 55 |
| Mathematics | 52 | 47 | 36 | 41 | 41 | 40 | 49 | 50 | 50 |
| History/Social Science | * | * | * | 29 | 31 | 31 | 48 | 49 | 49 |

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

| API School Results | | | |
|---------------------------------|-------|-------|-------|
| | 2011 | 2012 | 2013 |
| Statewide | 3 | 1 | 1 |
| Similar Schools | 4 | 3 | 1 |
| Group | 10-11 | 11-12 | 12-13 |
| All Students at the School | | | |
| Actual API Change | -19 | -33 | -50 |
| Asian | | | |
| Actual API Change | -15 | -51 | -43 |
| Hispanic or Latino | | | |
| Actual API Change | -16 | -16 | -38 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | -19 | -36 | -52 |
| English Learners | | | |
| Actual API Change | -39 | -19 | -46 |

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| 2013-14 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 22.2% | 24.1% | 22.2% |

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2014-15)

Del Paso Heights Elementary School staff members recognize the importance of active parent participation in its programs and efforts. Monthly family nights are held with a variety of student performances, informational presentations, games and food. Parents are encouraged to visit classrooms, volunteer for school committees, and participate in parent/teacher conferences.

Contact Information

Parents who wish to participate in Del Paso Heights Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-3425.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Del Paso Heights Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Del Paso Heights Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Del Paso Heights Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies throughout the school year by way of the student/parent handbook, Back-to-School Night, the school and district websites, and at School Site Council meetings.

The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted. The three-year statewide rates for comparison are as follows:

2011-12: 5.7%

2012-13: 5.1%

2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Suspensions | 100 | 149 | 144 | 5588 | 5607 | 5513 |
| Suspension Rate | 19.3% | 30.8% | 29.6% | 17.7% | 17.8% | 17.7% |
| Expulsions | 0 | 0 | 0 | 18 | 12 | 20 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% |

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.

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2004-2005 | 2010-2011 |
| Year in PI (2014-15) | Year 5 | Year 3 |
| # of Schools Currently in PI | - | 51 |
| % of Schools Identified for PI | - | 100.0% |

School Safety Plan

Del Paso Heights Elementary employs campus supervisors to monitor students during their lunch break. Teachers and the principal supervise students before school and during regularly scheduled breaks. After school supervision is provided on campus for a fee. The front of the school is designated for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

The safety of students and staff is a primary concern at Del Paso Heights Elementary. The School Site Safety plan is reviewed annually in August. Key elements of the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures as well as lockdown procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

School Leadership

Leadership at Del Paso Heights Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Leo Alvarez. Principal Alvarez has 26 years of experience in education with positions as a teacher, assistant principal, and principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities include:

- School Site Council
- GATE Advisory Committee
- School Advisory Committee
- English Learners Advisory Committee

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|----|------------------------|----|----|----------------|----|----|--------------|----|----|----|---|
| Average Class Size | | Classrooms Containing: | | | | | | | | | | |
| | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | |
| 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | |
| By Grade Level | | | | | | | | | | | | |
| K | 22 | 26 | 28 | 1 | - | - | 2 | 2 | 2 | - | - | - |
| 1 | 24 | 28 | 29 | - | - | - | 3 | 3 | 2 | - | - | - |
| 2 | 27 | 22 | 26 | - | 1 | - | 3 | 2 | 3 | - | - | - |
| 3 | 30 | 25 | 24 | - | 1 | 1 | 4 | 2 | 2 | - | - | - |
| 4 | 30 | 18 | 26 | - | 2 | 1 | 2 | 2 | 1 | - | - | 1 |
| 5 | 28 | 23 | 17 | - | 1 | 2 | 3 | 1 | 2 | - | 1 | - |
| 6 | 33 | 18 | 19 | - | 2 | 2 | - | - | 2 | 2 | 2 | - |

Counseling & Support Staff (School Year 2013-14)

In addition to academics, the staff at Del Paso Heights Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Del Paso Heights Elementary School.

Del Paso Heights Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD). ELL students may also receive in-class assistance from a Bilingual Aide.

Del Paso Heights Elementary School provides a Special Day Class (SDC) for students in grades four through six with severe disabilities. Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs an RSP teacher who provides instruction within the general education classroom and through pull-out groups.

A Gifted and Talented Education (GATE) program is available for identified fourth, fifth, and sixth grade students. Classroom teachers identify students in their classes who have demonstrated the need and ability for more challenging work. Teachers create a plan based on areas of Language Arts and Mathematical needs of their high achieving students which they share with parents and the school administration. Note: 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.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|---|-----------------|----------------------|
| Academic Counselor | 1 | 0.50 |
| Bilingual Paraeducators | 3 | 3.0 |
| Health Assistant | 1 | 0.50 |
| Library Technician | 1 | 0.375 |
| Nurse | 1 | 0.20 |
| Psychologist | 1 | 0.50 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.0 |
| Special Day Class (SDC) Teacher | 1 | 1 |
| Speech & Language Therapist | 1 | .33 |
| Student Learning Coach | 1 | 1.0 |

Library Information

Del Paso Heights Elementary School's library is stocked with thousands of text, supplemental and recreational reading books that are available for students and parents to check out. Students visit on a regular weekly basis. Computer resources within the computer lab are connected to the Internet so students are able to access resources and information online to improve their research skills.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Recognition Programs

A well-developed student recognition program contributes to the positive environment of the school. Student body assemblies are held each trimester to recognize students who exhibit positive behavior and academic achievement. The school also sponsors Family Nights and a Back-to-School Night. Students always have the chance to win "WOW" tickets for positive behavior and academic achievement. Individual classroom teachers provide students with incentives and awards as well.

Extracurricular Activities

Del Paso Heights Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Del Paso Heights Elementary included the After School Start Program, an enrichment program, and GATE. In the month May, the school hosts a multi-cultural dance festival to celebrate the diversity of the student body and the community.

Average Teacher Salaries

| School & District | |
|------------------------------|----------|
| School | \$73,980 |
| District | \$68,898 |
| Percentage of Variation | 7.4% |
| School & State | |
| All Unified School Districts | \$70,720 |
| Percentage of Variation | 4.6% |

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Curriculum Development

Del Paso Heights Elementary School provides a balanced, comprehensive, and standards-aligned core curriculum to all students. Using standards aligned curriculum-embedded assessments, teachers plan and implement instruction and make informed modifications to continually improve their craft and advance student learning based on students' needs. Teacher collaboration is part of the school's commitment to academic excellence. Communication between grade levels and within the school community starts at the pre-school level and continues through the articulation of sixth graders into the middle school.

The teaching staff of Del Paso Heights Elementary School meet annually and evaluate both parent and teacher surveys. Twice a year, Del Paso Heights Elementary School hosts a mini-conference. During this scheduled time, test scores are analyzed, instructional materials are evaluated, and instructional techniques are shared.

Homework

At Del Paso Heights Elementary School, homework is a fundamental part of the learning process, which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Intervention/tutoring programs are offered after school for students who demonstrate a need for additional assistance.

Average Salary Information Teachers - Principal - Superintendent 2012-13

| | District | State |
|---|-----------|-----------|
| Beginning Teachers | \$40,000 | \$41,761 |
| Mid-Range Teachers | \$54,473 | \$66,895 |
| Highest Teachers | \$85,204 | \$86,565 |
| Elementary School Principals | \$100,560 | \$108,011 |
| Middle School Principals | \$105,080 | \$113,058 |
| High School Principals | \$114,809 | \$123,217 |
| Superintendent | \$205,358 | \$227,183 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 37.0% | 38.0% |
| Administrative Salaries | 6.0% | 5.0% |

Expenditures per Pupil

| School | |
|---|---------|
| Total Expenditures Per Pupil | \$5,666 |
| From Supplemental/Restricted Sources | \$1,353 |
| From Basic/Unrestricted Sources | \$4,313 |
| District | |
| From Basic/Unrestricted Sources | \$4,698 |
| Percentage of Variation between School & District | -8.2% |
| State | |
| From Basic/Unrestricted Sources | \$4,690 |
| Percentage of Variation between School & State | -8.0% |