



Twin Rivers Unified School District Del Paso Heights Elementary School

CDS Code: 34-76505-6032932

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2016-17 School Accountability Report Card Published in 2017-18 School Year

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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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Principal's Message

At Del Paso Heights Elementary School we are committed to creating a school environment that promotes a love of learning. Our students and staff are expected to follow the "way of the dragon", by being safe, respectful, and responsible.

Mission Statement

At Del Paso Heights Elementary School we believe that all students are capable of learning. We work to create an environment where students are provided the skills and support necessary to be successful at Del Paso Heights Elementary School, Junior High School and beyond.

District & School Profile (School Year 2017-18)

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.

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

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

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2016-17 | |
| | Percentage |
| Black or African American | 19.4% |
| American Indian or Alaska Native | 0.6% |
| Asian | 27.2% |
| Filipino | 0.2% |
| Hispanic or Latino | 32.3% |
| Native Hawaiian or Pacific Islander | 3.9% |
| White | 8.4% |
| Two or More Races | 6.3% |
| EL Students | 33.1% |
| Socioeconomically Disadvantaged | 95.5% |
| Students with Disabilities | 11.0% |
| Foster Youth | 1.8% |

School Enrollment & Attendance (School Year 2016-17)

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 the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

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.

Del Paso Heights Elementary School had a beginning enrollment of 511 students in grades kindergarten through six for the 2016-17 school year.

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 |
| K | 62 | 63 | 63 |
| 1st | 77 | 76 | 72 |
| 2nd | 60 | 79 | 72 |
| 3rd | 82 | 73 | 77 |
| 4th | 78 | 83 | 61 |
| 5th | 79 | 82 | 81 |
| 6th | 66 | 77 | 85 |

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.

Teacher Assignment

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

| | Teacher Credential Status | | | |
|--|---------------------------|-------|-------|----------|
| | School | | | District |
| | 15-16 | 16-17 | 17-18 | 17-18 |
| Fully Credentialed | 24 | 23 | 23 | 1256 |
| Without Full Credentials | 0 | 2 | 2 | 60 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 43 |

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 | | |
|--|--------------------------|----------|----------|
| | 15-16 | 16-17 | 17-18 |
| 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 | 0 | 0 |

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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 | From Most Recent Adoption | % Lacking |
| TK | English/Language Arts | Houghton Mifflin | 2013 | Yes | 0.0% |
| K-6 | English/Language Arts | Houghton Mifflin Journeys | 2017 | Yes | 0.0% |
| K-5 | History/Social Science | Pearson Scott Foresman | 2006 | Yes | 0.0% |
| 6th | History/Social Science | Prentice Hall | 2006 | Yes | 0.0% |
| TK | Mathematics | Houghton Mifflin | 2013 | Yes | 0.0% |
| K-6 | Mathematics | Houghton Mifflin Go Math | 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 & Safety (School Year 2017-18)

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 2017-18 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

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

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 08/28/2017 | | | | |
| 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 | | Room 11 Kindergarten - the stall column is rusted, and the Formica is missing on the edge of the countertop; Room 12 Kindergarten - the cabinets need paint, and the floor transition near the restroom needs repair; Room 15 - the Formica is peeling at the base of the cupboard; Room 19 RSP - there is one missing and two stained ceiling tiles; Room 2 SDC - there is torn wallpaper near the entryway. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | | X | | Boys Restroom Near Room 13 - Before the 30-day revisit, the bathroom was burnt from arson. The entire bathroom was blackened and smelled of smoke. The restroom had been locked since the arson incident; Girls Restroom Near Room 32 - the ramp and exterior entryway platform is rusting and chipping and needs to be resurfaced. |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | Cafeteria - the entryway awning is missing, exposing the wall above the doorway. |

- 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

| California Assessment of Student Performance and Progress | | | | | | | | | |
|--|--------|------|------|----------|------|------|-------|------|------|
| Percent of Students Meeting or Exceeding the State Standards | | | | | | | | | |
| Subject | School | | | District | | | State | | |
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (Grades 3-8 and 11) | -- | 12 | 18 | -- | 31 | 32 | -- | 48 | 48 |
| Mathematics (Grades 3-8 and 11) | -- | 15 | 17 | -- | 25 | 25 | -- | 36 | 37 |
| Science (Grades 5, 8, and 10) | 23 | 31 | -- | 43 | 40 | -- | 56 | 54 | -- |

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

| California Assessment of Student Performance and Progress | | | | | | | |
|---|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| Student Groups | English-Language Arts | | | | Mathematics | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 304 | 300 | 98.68 | 17.67 | 301 | 99.01 | 16.94 |
| Male | 165 | 163 | 98.79 | 14.11 | 164 | 99.39 | 17.68 |
| Female | 139 | 137 | 98.56 | 21.9 | 137 | 98.56 | 16.06 |
| Black or African American | 67 | 65 | 97.01 | 10.77 | 65 | 97.01 | 13.85 |
| Asian | 88 | 88 | 100.00 | 25 | 88 | 100.00 | 21.59 |
| Hispanic or Latino | 89 | 89 | 100.00 | 20.22 | 89 | 100.00 | 17.98 |
| Native Hawaiian or Pacific Islander | 11 | 11 | 100.00 | 0 | 11 | 100.00 | 18.18 |
| White | 25 | 23 | 92.00 | 13.04 | 25 | 100.00 | 12 |
| Two or More Races | 17 | 17 | 100.00 | 5.88 | 16 | 94.12 | 6.25 |
| Socioeconomically Disadvantaged | 293 | 289 | 98.63 | 16.96 | 290 | 98.98 | 16.55 |
| English Learners | 135 | 133 | 98.52 | 21.8 | 134 | 99.26 | 20.9 |
| Students with Disabilities | 50 | 50 | 100.00 | 6 | 50 | 100.00 | 8 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

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 | | | |
|--|-----------------------|-----------------------|----------------------|
| 2016-17 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 27.7% | 14.9% | 2.1% |

**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 school site.

Parent & Community Involvement (School Year 2017-18)

Del Paso Heights Elementary School staff members recognize the importance of active parent participation in its programs and efforts. Monthly parent meetings include opportunities for parents to meet directly with Principal Macias and participate in Parent University. Parents are encouraged to visit classrooms, volunteer for school committees, and participate in parent/teacher conferences.

Additionally, a parent center has also been created to further encourage parent involvement in the school community. Adult computer classes and English as a Second Language Classes are offered on campus for Del Paso parents and community members.

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 and 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, responsibility, and safety. 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.

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.

| | Suspensions & Expulsions | | | | | |
|----------|--------------------------|-------|-------|------------|-------|-------|
| | Suspensions | | | Expulsions | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| School | 10.13 | 16.15 | 9.71 | 0.00 | 0.00 | 0.00 |
| District | 7.70 | 7.78 | 7.10 | 0.02 | 0.01 | 0.30 |
| State | 3.79 | 3.65 | 3.65 | 0.09 | 0.09 | 0.09 |

Safe School Plan (School Year 2017-18)

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. All visitors to the campus must enter through 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.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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 | Year 5 | Year 3 |
| # of Title I Schools Currently In PI | - | 48 |
| % of Title I Schools Currently In PI | - | 90.6% |

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.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 15 | 16 | 17 | 15 | 16 | 17 | 15 | 16 | 17 | 15 | 16 | 17 |
| By Grade Level | | | | | | | | | | | | |
| K | 21 | 21 | 21 | 2 | 1 | 1 | 1 | 2 | 2 | - | - | - |
| 1 | 26 | 25 | 24 | - | - | - | 3 | 3 | 3 | - | - | - |
| 2 | 30 | 26 | 24 | - | - | - | 2 | 3 | 3 | - | - | - |
| 3 | 27 | 24 | 25 | - | - | - | 3 | 3 | 3 | - | - | - |
| 4 | 26 | 28 | 28 | - | - | - | 3 | 3 | 2 | - | - | - |
| 5 | 26 | 27 | 24 | - | - | 1 | 3 | 3 | 2 | - | - | - |
| 6 | 22 | 25 | 23 | 1 | - | 1 | 2 | 3 | 3 | - | - | - |
| Other | - | 4 | 8 | - | 1 | 1 | - | - | - | - | - | - |

School Leadership

Leadership at Del Paso Heights Elementary is a responsibility shared between district administration, the principal, certificated and classified 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. Javier Macias is the principal of Del Paso Heights Elementary. Principal Macias has 18 years of experience in education with positions as a teacher, learning coach, coordinator of curriculum and instruction, vice-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
- English Language Advisory Committee
- Instructional Learning Team

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. In addition to their regular homework all students are encouraged to read for at least 20 minutes a day.

Counseling & Support Staff (School Year 2016-17)

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. Del Paso has a fulltime counselor available to our students and can make referrals to outside agencies as needed.

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 | 1.0 |
| Bilingual Paraeducators | 3 | 3.0 |
| Health Assistant | 1 | 0.50 |
| Library Technician | 1 | 0.375 |
| Nurse | 1 | 0.25 |
| Psychologist | 1 | 0.40 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.0 |
| Special Day Class (SDC) Teacher | 2 | 2.0 |
| Speech & Language Therapist | 1 | 0.50 |
| Student Learning Coach | 1 | 1.0 |

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2016-2017 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

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.

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. Students always have the chance to win "Dragon Tickets" for positive behavior and academic achievement. Individual classroom teachers provide students with incentives and awards as well. Del Paso Heights also schedules fun enrichment activities for those students who regularly demonstrate the "way of the dragon". These include dance parties, field days and other activities that are planned to encourage a sense of community and reward and celebrate students who demonstrate positive behaviors on campus.

Extracurricular Activities

At 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 are currently made up of an after School Start Program.

Library Information

Del Paso Heights Elementary School's library is stocked with 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.

School Site Teacher Salaries (Fiscal Year 2015-16)

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

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$74,240 |
| District | \$73,962 |
| Percentage of Variation | 0.4% |
| School & State | |
| All Unified School Districts | \$79,228 |
| Percentage of Variation | -6.3% |

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2015-16 | | |
| | District | State |
| Beginning Teachers | \$45,390 | \$47,808 |
| Mid-Range Teachers | \$57,705 | \$73,555 |
| Highest Teachers | \$94,579 | \$95,850 |
| Elementary School Principals | \$101,037 | \$120,448 |
| Middle School Principals | \$105,044 | \$125,592 |
| High School Principals | \$112,069 | \$138,175 |
| Superintendent | \$260,000 | \$264,457 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 33.0% | 35.0% |
| Administrative Salaries | 5.0% | 5.0% |

District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 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.

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>.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$6,417 |
| From Supplemental/Restricted Sources | \$1,114 |
| From Basic/Unrestricted Sources | \$5,304 |
| District | |
| From Basic/Unrestricted Sources | \$5,947 |
| Percentage of Variation between School & District | -10.8% |
| State | |
| From Basic/Unrestricted Sources | \$6,574 |
| Percentage of Variation between School & State | -19.3% |

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 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:

- After School Education & Safety
- Arts in Education
- CA Partnership Academies
- Carl Perkins
- Charter School Fund
- EIA-LEP
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Gifted and Talented Education
- Head Start
- Medi-Cal
- Pupil Retention Block Grant
- Special Education
- State Lottery
- Sustain Meaningful Arts
- Targeted Instruction Improvement Block Grant**
- Title I
- Title II
- Title III