



Twin Rivers Unified School District D. W. Babcock Elementary School

CDS Code: 34-76505-6033351

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2014-15 School Accountability Report Card Published in 2015-16 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.

Principal's Message

Welcome to D.W. Babcock Elementary School! This report will provide you, parents, and community members with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our school through the information provided.

Babcock Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students and staff with rich cultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to ensure success for all students.

We have made a commitment to provide the best educational program possible for our students. The strength and quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Babcock School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

School Mission Statement

It is the mission of Babcock Elementary to inspire all students to extraordinary achievement every day.

District & School Profile (School Year 2015-16)

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.

School Enrollment & Attendance (School Year 2014-15)

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.

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

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	57	61	69
1st	49	61	60
2nd	51	51	63
3rd	49	44	53
4th	41	59	41
5th	51	47	56
6th	47	47	47

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	16.2%
American Indian or Alaska Native	0.5%
Asian	4.8%
Filipino	-
Hispanic or Latino	58.8%
Native Hawaiian or Pacific Islander	1.9%
White	14.4%
Two or More Races	3.5%
English Learners	33.0%
Socioeconomically Disadvantaged	96.0%
Students with Disabilities	20.5%
Foster Youth	1.3%

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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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.

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			
	13-14	14-15	15-16
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

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	18	21	1270
Without Full Credentials	0	1	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, 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	MacMillan/ McGraw Hill	2007	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033351Textbooks_1.pdf

School Facilities & Safety (School Year 2015-16)

The current facility was built in 1956 and consists of 20 permanent classrooms, 11 portable classrooms, one multipurpose room, one library, one administrative building, one computer lab, one staff room and one playground. Babcock Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff.

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 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 09/09/2015				
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			Boys restroom near room 23 - there is a cracked urinal.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Girls restroom near room 23 - there is one light out.
Restrooms/Fountains	X			Boys restroom near room 6 - there is one cracked urinal.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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); 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

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	23	26	44
Mathematics (Grades 3-8 and 11)	19	21	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	47	45	95.7	56	22	16	7	45	95.7	49	20	29	2
Male	47	27	57.4	59	30	7	4	27	57.4	59	11	26	4
Female	47	18	38.3	50	11	28	11	18	38.3	33	33	33	0
Black or African American	47	5	10.6	--	--	--	--	5	10.6	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	47	2	4.3	--	--	--	--	2	4.3	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	47	27	57.4	63	19	19	0	27	57.4	56	19	26	0
Native Hawaiian or Pacific Islander	47	1	2.1	--	--	--	--	1	2.1	--	--	--	--
White	47	7	14.9	--	--	--	--	7	14.9	--	--	--	--
Two or More Races	47	2	4.3	--	--	--	--	2	4.3	--	--	--	--
Socioeconomically Disadvantaged	47	38	80.9	58	24	16	3	38	80.9	50	21	29	0
English Learners	47	19	40.4	68	16	16	0	19	40.4	47	21	32	0
Students with Disabilities	47	11	23.4	91	9	0	0	11	23.4	91	0	9	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	37	36	97.3	53	22	14	11	36	97.3	47	31	19	3
Male	37	15	40.5	67	13	20	0	16	43.2	63	25	13	0
Female	37	21	56.8	43	29	10	19	20	54.1	35	35	25	5
Black or African American	37	6	16.2	--	--	--	--	6	16.2	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	37	3	8.1	--	--	--	--	3	8.1	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	37	22	59.5	45	27	14	14	22	59.5	32	41	23	5
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	37	3	8.1	--	--	--	--	3	8.1	--	--	--	--
Two or More Races	37	2	5.4	--	--	--	--	2	5.4	--	--	--	--
Socioeconomically Disadvantaged	37	35	94.6	54	23	11	11	35	94.6	49	31	17	3
English Learners	37	14	37.8	50	21	21	7	14	37.8	29	50	21	0
Students with Disabilities	37	9	24.3	--	--	--	--	9	24.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	54	50	92.6	66	12	16	4	50	92.6	60	30	0	10
Male	54	29	53.7	55	21	17	3	29	53.7	52	31	0	17
Female	54	21	38.9	81	0	14	5	21	38.9	71	29	0	0
Black or African American	54	8	14.8	--	--	--	--	8	14.8	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	54	31	57.4	65	6	23	3	31	57.4	61	29	0	10
Native Hawaiian or Pacific Islander	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
White	54	6	11.1	--	--	--	--	6	11.1	--	--	--	--
Two or More Races	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
Socioeconomically Disadvantaged	54	46	85.2	67	13	15	2	46	85.2	61	28	0	11
English Learners	54	19	35.2	84	5	11	0	19	35.2	74	26	0	0
Students with Disabilities	54	15	27.8	93	7	0	0	15	27.8	87	13	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	47	46	97.9	50	24	24	2	46	97.9	54	33	11	2
Male	47	21	44.7	52	29	19	0	21	44.7	57	33	10	0
Female	47	25	53.2	48	20	28	4	25	53.2	52	32	12	4
Black or African American	47	7	14.9	--	--	--	--	7	14.9	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	47	2	4.3	--	--	--	--	2	4.3	--	--	--	--
Filipino	47	0	0	--	--	--	--	0	0	--	--	--	--
Hispanic or Latino	47	29	61.7	55	17	28	0	29	61.7	59	28	14	0
Native Hawaiian or Pacific Islander	47	1	2.1	--	--	--	--	1	2.1	--	--	--	--
White	47	6	12.8	--	--	--	--	6	12.8	--	--	--	--
Two or More Races	47	1	2.1	--	--	--	--	1	2.1	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.7	51	24	22	2	45	95.7	56	31	11	2
English Learners	47	14	29.8	93	7	0	0	14	29.8	93	7	0	0
Students with Disabilities	47	9	19.1	--	--	--	--	9	19.1	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 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. 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 Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	41	20	37	43	47	43	59	60	56

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

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.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	37
Hispanic or Latino	32
Males	54
Females	13
Socioeconomically Disadvantaged	39
English Learners	14

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

Physical Fitness (School Year 2014-15)

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

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.0%	22.0%	-

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

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 2015-16)

Parents and the community are very supportive of the educational programs here at Babcock. The Parent Teacher Association (PTA) is very active and plays a major roll in fundraising and special activities. We also have an active School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parents are encouraged to volunteer in their children's classrooms and to take advantage of our Parent Resource Room. We also have Family Nights in addition to the traditional Back-to-School Night, Parent Conference week, and Open House. The first Friday of every month is Family Reading Morning, when parents are invited to spend the first half hour of the morning reading in their child's classroom.

Babcock School has formed many community partnerships including Arden Fair Mall, Chuck-E-Cheese, Kiwanis International, the Sacramento Rivercats, WalMart, and the Swanston Estates Neighborhood Association.

Contact Information

Parents who wish to participate in Babcock Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's office at (916) 566-3415.

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

Students at Babcock Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy, "Be Safe, Be Respectful, Be Responsible," promotes a safe school and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Babcock 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.

"Babcock Paw Prints" are given out for good behavior, homework, and attendance. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	4.2%	4.4%	4.9%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Teachers supervise students on campus before and after school and during recess; noon-duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

Babcock Elementary School's safety plan was revised February 13, 2014, by the Site Safety Committee which is comprised of the principal, head custodian, cafeteria manager and staff. The safety of students and staff is a primary concern at D. W. Babcock Elementary, Emergency drills are held on a regular basis; fire drills are held once a month; earthquake and lockdown drills are held twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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	2008-09	2010-11
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

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					
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
K	20	21	18	1	1	1	2	2	3	-	-	-
1	23	29	28	-	-	-	2	2	2	-	-	-
2	25	24	20	-	-	-	2	1	1	-	-	-
3	17	21	25	1	-	-	1	1	2	-	-	-
4	29	29	31	-	-	-	1	2	1	1	-	-
5	16	30	33	1	-	-	1	1	-	-	-	1
6	22	22	23	1	1	1	2	2	2	-	-	-
Other	-	7	11	-	1	2	-	-	-	-	-	-

School Leadership

Leadership at Babcock Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Anthony LaRue, who has been in her current position for eleven years. Prior to her tenure as the principal with Babcock Elementary School she was a Reading Coach for two years and a first grade teacher for four years.

The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable teachers to adjust their teaching to the unique needs of every class.

Leadership opportunities include:

- School Site Council
- K-Kids Club
- Leadership Team
- English Learner Advisory Committee
- Student Study Team

The Babcock School Site Council is a committee of parents and staff that reviews the entire school program on an annual basis. This group leads the school in efforts to provide the best program for students. The Leadership Team is the primary body assigned to developing, refining, and implementing the school plan. This team is responsible for planning and monitoring the effectiveness of the school curriculum. Other staff leadership teams at Babcock Elementary School include the Safety Committee, the Categorical Program Resource Team, Grade Level Facilitators, and the Curriculum Committee.

Counseling & Support Staff (School Year 2014-15)

It is the goal of Babcock Elementary School to assist students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals. When students require additional assistance, the following support staff are available according to the full-time equivalent indicated in the chart. 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.

Babcock Elementary School provides programs and services designed to meet the students' needs and are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive extra help in their areas of need.

Students needing assistance in learning English receive special instruction from our Bilingual Para-professional. We also have two Student Support Teachers who work closely with students who are struggling academically but have not been identified as needing special education services.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive challenging supplemental instruction.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	1.0
Library Technician	1	0.375
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	4	4.0
Social Worker	1	0.50
Special Day Class (SDC) Teacher	4	4.0
Speech and Language Specialist	1	0.50
Student Learning Coach	1	1.0

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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Babcock Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results and research. The construction and implementation of the curriculum is an on-going process. Special curriculum utilized at Babcock Elementary School include:

- After-School Tutoring Program
- CSU Sacramento Tutors
- Health Services/Instruction
- Before/After School Child Care programs
- Reading Partners Tutors

Library Information

Babcock Elementary School's library is stocked with thousands of supplemental and recreational reading books that are available for students and parents to check out, and is staffed by a library technician. Library materials are selected to complement the CA Treasures Reading program and other curricular areas, including multicultural education and character building.

Recognition Programs

Babcock Elementary School's comprehensive student recognition program contributes to the positive environment of the school, and includes classroom and school-wide awards.

- Trimesterly award ceremonies (Medals and ribbons are presented to students who perform well on the STAR test at the 1st awards assembly).
- "Babcock Paw Prints" are given out for good behavior, homework, and attendance.
- Trophies at each grade level are rotated for the class with the highest assessment scores in reading and math
- Attendance banners are rotated each trimester for the classes with the highest attendance at each grade level.
- "Party in the Park" is held several times a year in the park adjacent to our school for students with excellent behavior

Extracurricular Activities

Babcock Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities include:

- Soccer in the Spring
- K-Kids Club
- START
- After School Tutoring

Homework

At Babcock 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. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. An after-school tutoring program is available at Babcock Elementary School for students who are performing below grade level.

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$71,522
District	\$71,162
Percentage of Variation	0.5%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-2%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,648
From Supplemental/Restricted Sources	\$2,166
From Basic/Unrestricted Sources	\$4,482
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	-13.8%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-16.2%

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>.

District Revenue Sources (Fiscal Year 14-15)

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