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

CDS Code: 34-76505-6033351

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2015-16 School Accountability Report Card Published in 2016-17 School Year

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

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 2016-17)

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 2015-16)

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

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	15.1%
American Indian or Alaska Native	-
Asian	4.3%
Filipino	0.3%
Hispanic or Latino	57.3%
Native Hawaiian or Pacific Islander	1.5%
White	14.8%
Two or More Races	2.8%
EL Students	34.9%
Socioeconomically Disadvantaged	89.9%
Students with Disabilities	23.4%
Foster Youth	0.8%

School Enrollment & Attendance (School Year 2015-16)

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.

Babcock Elementary School had a beginning enrollment of 398 students in grades kindergarten through six for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	61	69	63
1st	61	60	58
2nd	51	63	62
3rd	44	53	62
4th	59	41	60
5th	47	56	35
6th	47	47	58

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 2016-17)

Federal law 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.

Highly Qualified 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	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	18	21	19	1257
Without Full Credentials	1	0	1	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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			
	14-15	15-16	16-17
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 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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 2016-17)

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 2016-17 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.

School Facility Conditions				
Date of Last Inspection: 08/30/2016				
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 6 - there is peeling paint on the ceiling; Restroom Near Room 17 - the flooring is torn; Room 24/Kindergarten - there are ripped seams in the carpet; Room 11/Kindergarten - there is paint peeling on the front door.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Room 9 - the paper towel dispenser is empty.
Electrical	X			
Restrooms/Fountains	X			Girls Restroom Near Room 33 - countertop is damaged.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Grounds/Playground - there is graffiti on the storage container located near room 19.

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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil 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. The paper-pencil assessments include the Science assessments 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. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

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 classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	23	24	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	19	24	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	20	37	32	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	34	31	91.18	32.26
Male	17	15	88.24	33.33
Female	17	16	94.12	31.25
Hispanic or Latino	24	22	91.67	27.27
Socioeconomically Disadvantaged	32	30	93.75	33.33
English Learners	13	13	100	23.08

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

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.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	61	56	91.8	28.57	56	91.8	26.79
Male	35	33	94.29	15.15	33	94.29	18.18
Female	26	23	88.46	47.83	23	88.46	39.13
Black or African American	12	10	83.33	20	10	83.33	10
Hispanic or Latino	33	31	93.94	29.03	31	93.94	25.81
Socioeconomically Disadvantaged	54	49	90.74	24.49	49	90.74	24.49
English Learners	19	17	89.47	29.41	17	89.47	29.41
Students with Disabilities	12	9	75	11.11	9	75	11.11

California Assessment of Student Performance and Progress - Grade 4							
Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	61	57	93.44	26.32	57	93.44	33.33
Male	35	33	94.29	21.21	33	94.29	36.36
Female	26	24	92.31	33.33	24	92.31	29.17
Hispanic or Latino	35	34	97.14	29.41	34	97.14	38.24
Socioeconomically Disadvantaged	54	50	92.59	26	50	92.59	32
English Learners	23	22	95.65	27.27	22	95.65	27.27
Students with Disabilities	17	14	82.35	--	14	82.35	--

California Assessment of Student Performance and Progress - Grade 5							
Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	34	32	94.12	18.75	32	94.12	21.88
Male	17	16	94.12	6.25	16	94.12	6.25
Female	17	16	94.12	31.25	16	94.12	37.5
Hispanic or Latino	24	24	100	16.67	24	100	20.83
Socioeconomically Disadvantaged	32	31	96.88	19.35	31	96.88	22.58
English Learners	13	13	100	15.38	13	100	15.38

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	60	57	95	21.05	57	95	12.73
Male	33	32	96.97	25	32	96.97	23.33
Female	27	25	92.59	16	25	92.59	--
Black or African American	13	11	84.62	27.27	11	84.62	20
Hispanic or Latino	33	32	96.97	15.63	32	96.97	9.68
Socioeconomically Disadvantaged	53	51	96.23	21.57	51	96.23	12.24
English Learners	21	21	100	4.76	21	100	4.76
Students with Disabilities	19	18	94.74	--	18	94.74	--

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 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.9%	-	-

**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 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 Friday Morning, when parents are invited to spend the first half hour of the morning reading in their child's classroom, then attend coffee with the principal, then helping hands. 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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	4.0%	5.0%	3.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

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 April 21, 2016, 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.

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 2016-17)

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. 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	2008-2009	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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	21	18	16	1	1	4	2	3	-	-	-	-
1	29	28	14	-	-	2	2	2	2	-	-	-
2	24	20	16	1	2	2	1	1	2	-	-	-
3	21	25	16	1	-	2	1	2	2	-	-	-
4	29	31	15	-	-	2	2	1	2	-	-	-
5	30	33	12	-	-	2	1	-	1	-	1	-
6	22	23	13	1	1	1	2	2	2	-	-	-
Other	7	11	-	1	2	-	-	-	-	-	-	-

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 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 La Rue, who has completed his first year as principal at Babcock elementary. Prior to his tenure as the principal with Babcock Elementary School he served as principal, teacher, and professional development coach for 14 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
- Student Study Team
- English Learner Advisory Committee

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 2015-16)

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.

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.

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
Bilingual Paraeducators	1	1.0
Nurse	1	0.20
Psychologist	1	0.60
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	4	4.0
Special Day Class (SDC) Teacher	5	5.0
Speech and Language Specialist	1	1.0
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 that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 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 2015-2016 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 late-start days. Professional development sessions were focused on high quality instruction, restorative practices, 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 2015-2016 year, the district also supported over 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
- Reading Partners Tutors
- Before/After School Child Care programs

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.

- Student of the Month assembly for character traits
- Trimester award ceremonies (medals and ribbons are presented to students who perform well on the CAASPP test at the 1st awards assemble).
- "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
- Basketball
- Cheerleading

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$71,782
District	\$71,399
Percentage of Variation	0.5%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-5.3%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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 2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$7,580
From Supplemental/Restricted Sources	\$2,483
From Basic/Unrestricted Sources	\$5,097
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-11.4%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-10.2%

District Revenue Sources (Fiscal Year 2015-16)

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

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.