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Twin Rivers Unified School District Hagginwood Elementary School

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2013-14 School Accountability Report Card

Principal's Message

Welcome to Hagginwood School! I hope that you gain a better understanding of our school through the information provided in this report and we can work together to help your child achieve academic success. I believe that parent and community play a very important role in our school and the education of our students. Our children will reach higher levels of achievement if school and home build a strong partnership by volunteering in your child's classroom, joining our School Site Council, joining the Parent Involvement Committee, attending family night events, attending parent-teacher conferences, and helping teachers and staff with projects or school activities.

I have made a commitment to provide the best educational program possible for our students. Our staff is dedicated to ensuring that Hagginwood School is a welcoming, stimulating environment where students are actively involved in learning a rigorous academics program as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

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.

Mission Statement

The mission of Hagginwood School is to provide a high standard of education which fosters a sense of self worth by:

- Teaching responsibility and self-discipline
- Holding everyone to high academic and behavioral standards
- Giving students opportunities for choices in their education
- Promoting parental responsibility

District & School Profile (School Year 2014-15)

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

Hagginwood Elementary School had a beginning enrollment of 453 students in grades kindergarten through six for the 2013-14 school year. Hagginwood Elementary supports cultural awareness with a schoolwide dedication to showcase diversity and an annual multicultural event. We are proud to have a community that actively supports our programs.



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

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

| Enrollment by Student Group | |
|---------------------------------|------------|
| 2013-14 | |
| | Percentage |
| African American | 20.8% |
| American Indian | 1.3% |
| Asian | 13.2% |
| Filipino | 0.2% |
| Hispanic or Latino | 42.6% |
| Pacific Islander | 1.8% |
| White | 13.9% |
| Two or More | 2.4% |
| None Reported | 3.8% |
| English Learners | 33.3% |
| Socioeconomically Disadvantaged | 98.0% |
| Students with Disabilities | 12.8% |

School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Hagginwood Elementary 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 | | | |
|---------------------------------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| K | 61 | 53 | 60 |
| 1st | 61 | 66 | 76 |
| 2nd | 59 | 62 | 66 |
| 3rd | 74 | 62 | 60 |
| 4th | 54 | 69 | 66 |
| 5th | 55 | 53 | 70 |
| 6th | 56 | 55 | 55 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2013-14)

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

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

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

Teacher Assignment

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

| Teacher Credential Status | | | | |
|---------------------------|--------|-------|-------|----------|
| | School | | | District |
| | 12-13 | 13-14 | 14-15 | 14-15 |
| Fully Credentialed | 18 | 0 | 20 | 1181 |
| Without Full Credentials | 0 | 0 | 0 | 14 |
| Working Outside Subject | 0 | 0 | 0 | 53 |

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

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

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



Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|---------------------------|---|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| K-6 | English/ Language Arts | MacMillan/ McGraw-Hill CA Treasures | 2010 | Yes | 0.0% |
| 6th | History/Social Studies | 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/34765056033385Textbooks_1.pdf

School Facilities (School Year 2014-15)

The current facilities were built in 1915 and have 27 classrooms; 11 of which are portable, one multipurpose room, one library, one administration building, two computer labs, one staff room and two playgrounds.

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. Custodians 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 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 08/19/2014 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | |
| Interior | X | | | Room 16/Kindergarten - the wallpaper is peeling. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | | X | | Room 16/Kindergarten - the power strips are daisy chained; Room 17/ Kindergarten - there is one cracked diffuser; Room 7 the extension cord is a trip hazard. |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

| California Assessment of Student Performance and Progress | | | | | | | | | |
|---|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Science | 37 | 27 | 35 | 46 | 44 | 48 | 60 | 59 | 60 |

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

| California Assessment of Student Performance and Progress | |
|---|---------|
| Subgroups | |
| Subject | Science |
| District | 48 |
| School | 35 |
| Males | 38 |
| Females | 32 |
| African American/Black | * |
| American Indian | * |
| Asian | * |
| Filipino | * |
| Hispanic | 31 |
| Pacific Islander | * |
| White | * |
| Socioeconomically Disadvantaged | 35 |
| Students with Disabilities | * |
| Migrant Education | * |
| Two or More Races | * |

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

California Standards Test

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

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| English/Language Arts | 28 | 33 | 28 | 40 | 42 | 40 | 54 | 56 | 55 |
| Mathematics | 46 | 49 | 40 | 41 | 41 | 40 | 49 | 50 | 50 |
| History/Social Science | * | * | * | 29 | 31 | 31 | 48 | 49 | 49 |

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

Academic Performance Index

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

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

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

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

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

| API School Results | | | |
|---------------------------------|-------|-------|-------|
| | 2011 | 2012 | 2013 |
| Statewide | 1 | 1 | 1 |
| Similar Schools | 2 | 2 | 2 |
| Group | 10-11 | 11-12 | 12-13 |
| All Students at the School | | | |
| Actual API Change | -11 | 13 | - |
| Hispanic or Latino | | | |
| Actual API Change | -6 | 4 | - |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | -7 | 7 | - |
| English Learners | | | |
| Actual API Change | 27 | 3 | - |

State Priority: Other Pupil Achievement

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

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

Physical Fitness (School Year 2013-14)

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

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| 2013-14 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 31.8% | 15.2% | 9.1% |

*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 schoolsite.

Parent & Community Involvement (School Year 2014-15)

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District. The Parent Involvement Committee (PIC) plays an active role in the community and at each school site through fundraising and special activities. Parents are encouraged to volunteer in their child's classroom and to take advantage of our Parent Resource Room. We also have multiple Family Nights (i.e. Science Night, Reading Night) in addition to the traditional Back-to-School Night, Parent Conference Week, and Open House. Contributions by Costco, the Double Tree Hotel, the Be Change Program, and the Sacramento Sheriff's "Toy Project" add to the programs available at Hagginwood Elementary School.

Contact Information

Parents who wish to participate in Hagginwood Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's office at (916) 566-3475.

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 Hagginwood 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, demonstrating that good discipline is a solid foundation on which to build an effective school. The goal of Hagginwood Elementary School's discipline program, BEST Practices (Building Effective Schools Together) is a philosophical framework for ensuring that all students receive the support needed to experience behavioral success. We have high expectations for students academically and behaviorally. Hagginwood Elementary School believes that children should be taught to be responsible citizens at school. We have implemented the Character Counts Program to promote positive character development for Hagginwood students. We teach students that they should realize that freedom and responsibility go hand in hand and that they have a responsibility to themselves and to others in their school relationships.

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.

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%

2012-13: 5.1%

2013-14: 4.4%

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

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Suspensions | 137 | 145 | 74 | 5588 | 5607 | 5513 |
| Suspension Rate | 32.6% | 34.5% | 16.3% | 17.7% | 17.8% | 17.7% |
| Expulsions | 0 | 0 | 0 | 18 | 12 | 20 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% |

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

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

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

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

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 | | |
| | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| By Grade Level | | | | | | | | | | | | |
| K | 20 | 18 | 20 | 3 | 1 | 1 | - | 2 | 2 | - | - | - |
| 1 | 20 | 17 | 15 | 3 | 2 | 3 | - | 2 | 2 | - | - | - |
| 2 | 20 | 21 | 22 | 3 | 1 | 1 | - | 2 | 2 | - | - | - |
| 3 | 18 | 21 | 20 | 5 | 1 | 1 | - | 2 | 2 | - | - | - |
| 4 | 24 | 23 | 22 | - | 1 | 1 | 2 | - | 2 | - | 2 | - |
| 5 | 15 | 18 | 18 | 2 | 1 | 2 | 2 | 2 | 2 | - | - | - |
| 6 | 19 | 18 | 18 | 1 | 1 | 1 | 2 | 2 | 2 | - | - | - |

School Safety Plan

Teachers supervise students on campus before and after school and during lunchtime. All visitors must sign in at the school 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.

Hagginwood Elementary School's safety and emergency plans, policies and procedures are continuously revised and modified by our Safety/Emergency Response Team (SERT) and presented to school staff at the commencement of every school year. Emergency drills are practiced regularly to ensure competence and to revise necessary procedures. Fire drills are held once every month; earthquake and lockdown drills are practiced twice every year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

School Leadership

Leadership at Hagginwood Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Alberto Becerra. The district's emphasis is a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the state and district standards. Staff members and parents participate on various committees that make decisions regarding the direction of the educational plan to ensure instructional programs are consistent with student needs and comply with district goals. Leadership opportunities at Hagginwood School include:

- School Site Council (SSC)
- District Advisory Council (DAC)
- Coordination of Services Team (COST)
- English Learners Advisory Committee (ELAC)
- School Climate Committee
- Leadership Team

The Leadership Team and School Site Council are the primary bodies assigned to developing, refining, and implementing the school plan. These teams are responsible for planning and monitoring the effectiveness of the school curriculum.

Teacher Evaluation & Professional Development

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

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

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

Library Information

Hagginwood Elementary School's library is stocked with thousands of texts, both supplemental and recreational, which are available for students and parents to check out. Computer labs within the library and classrooms are connected to the Internet so students are able to access resources and information online to improve their research skills.

Counseling & Support Staff (School Year 2013-14)

It is the goal of Hagginwood 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. Hagginwood Elementary School utilizes supplemental instruction and Resource Specialists for students with special needs. A Speech & Language Therapist provide additional support outside of traditional classrooms.

Students needing assistance in learning English receive special instruction from Bilingual Para-professionals. A gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction.

When students require additional assistance, 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.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|---------------------------------|-----------------|----------------------|
| Bilingual Paraeducators | 2 | 2.0 |
| Counselor (K-6) | 1 | 0.50 |
| Health Assistant | 1 | 0.5 |
| Library Technician | 1 | 0.375 |
| Nurse | 1 | 0.20 |
| Psychologist | 1 | 0.50 |
| Resource Specialist | 1 | 1.0 |
| Program (RSP) Teacher | 1 | 1.0 |
| RSP Aide | 1 | 1.0 |
| Special Day Class (SDC) Teacher | 3 | 3.0 |
| Speech/Language Specialist | 1 | 0.33 |
| Student Learning Coach | 1 | 1.0 |

Recognition Programs

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

- Students receive Hawk Bucks on a daily basis for exhibiting the attributes of good citizenship.
- The student store is open bimonthly during lunch allowing students to spend their Hawk Bucks.
- Assemblies are held every trimester to recognize students meeting high academic standards with award certificates.
- Students on Principal's List & Honor Roll are recognized and have the possibility of winning a bicycle.
- Teachers select one student a week to be recognized in front of their peers for demonstrating good citizenship or character. The students are presented with a dog tag from the Character Counts program.
- Students with perfect attendance participate in "Attend-a-Dance" at the end of each month.

School Site Teacher Salaries (Fiscal Year 2012-13)

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

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$68,945 |
| District | \$68,898 |
| Percentage of Variation | 0.1% |
| School & State | |
| All Unified School Districts | \$70,720 |
| Percentage of Variation | -2.5% |

Teacher & Administrative Salaries (Fiscal Year 2012-13)

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

| Average Salary Information Teachers - Principal - Superintendent 2012-13 | | |
|--|-----------|-----------|
| | District | State |
| Beginning Teachers | \$40,000 | \$41,761 |
| Mid-Range Teachers | \$54,473 | \$66,895 |
| Highest Teachers | \$85,204 | \$86,565 |
| Elementary School Principals | \$100,560 | \$108,011 |
| Middle School Principals | \$105,080 | \$113,058 |
| High School Principals | \$114,809 | \$123,217 |
| Superintendent | \$205,358 | \$227,183 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 37.0% | 38.0% |
| Administrative Salaries | 6.0% | 5.0% |

Curriculum Development

All curriculum development at Hagginwood Elementary School revolves around the California State Common Core Standards. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Homework

At Hagginwood Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promotes 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.

Expenditures & Services Funded (Fiscal Year 2012-13)

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

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

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

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

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

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$6,255 |
| From Supplemental/Restricted Sources | \$1,907 |
| From Basic/Unrestricted Sources | \$4,348 |
| District | |
| From Basic/Unrestricted Sources | \$4,698 |
| Percentage of Variation between School & District | -7.5% |
| State | |
| From Basic/Unrestricted Sources | \$4,690 |
| Percentage of Variation between School & State | -7.3% |

Extracurricular Activities

Hagginwood Elementary School recognizes that extracurricular activities enrich the educational, 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 offered at Hagginwood include:

- Spelling Bee
- Soccer
- Enrichment Tutoring
- MASTERS After School Program
- Basketball
- Girl Scouts
- School-wide Talent Show
- GATE Enrichment/field trips