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Twin Rivers Unified School District Hagginwood Elementary School

CDS Code: 34-76505-6033385

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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.

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 parents 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 academic program and developing a positive self-character. Through our hard work, together, our students will be challenged to reach their maximum potential.

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).

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 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	22.9%
American Indian or Alaska Native	2.0%
Asian	14.0%
Filipino	-
Hispanic or Latino	41.5%
Native Hawaiian or Pacific Islander	1.1%
White	12.4%
Two or More Races	4.6%
EL Students	32.1%
Socioeconomically Disadvantaged	96.5%
Students with Disabilities	16.8%
Foster Youth	2.8%

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.

Hagginwood Elementary School had a beginning enrollment of 458 students in grades kindergarten through twelve 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	60	70	74
1st	76	71	76
2nd	66	65	65
3rd	60	66	60
4th	66	60	66
5th	70	68	60
6th	55	63	57

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	95.2%	4.8%
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	20	21	22	1257
Without Full Credentials	0	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	1	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 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 & Safety (School Year 2016-17)

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.

School Facility Conditions				
Date of Last Inspection: 08/15/2016				
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			Room 17 - there are carpet stains throughout the classroom; the carpet is also separating near the entryway; Room 31 - there is a carpet tear near the instructor's desk.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Boys Restroom Near Room 1 - there is broken tile near the entryway.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 ensures 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.

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									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	13	22	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	11	20	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	32	25	20	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	58	56	96.55	19.64
Male	26	24	92.31	12.5
Female	32	32	100	25
Black or African American	16	15	93.75	13.33
Asian	11	11	100	27.27
Hispanic or Latino	23	22	95.65	18.18
Socioeconomically Disadvantaged	56	54	96.43	20.37
English Learners	18	17	94.44	5.88
Students with Disabilities	12	12	100	8.33

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	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	61	57	93.44	24.56	59	96.72	30.51
Male	29	28	96.55	17.86	29	100	31.03
Female	32	29	90.63	31.03	30	93.75	30
Black or African American	12	12	100	25	12	100	16.67
Hispanic or Latino	27	25	92.59	24	27	100	37.04
Socioeconomically Disadvantaged	59	55	93.22	21.82	57	96.61	28.07
English Learners	15	13	86.67	15.38	15	100	33.33

California Assessment of Student Performance and Progress - Grade 4

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	69	65	94.2	13.85	65	94.2	20
Male	33	29	87.88	13.79	29	87.88	27.59
Female	36	36	100	13.89	36	100	13.89
Black or African American	15	15	100	6.67	15	100	6.67
Hispanic or Latino	34	33	97.06	15.15	33	97.06	27.27
Socioeconomically Disadvantaged	69	65	94.2	13.85	65	94.2	20
English Learners	20	18	90	5.56	18	90	--
Students with Disabilities	14	14	100	--	14	100	--

California Assessment of Student Performance and Progress - Grade 5

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	58	53	91.38	22.64	56	96.55	12.5
Male	26	22	84.62	18.18	24	92.31	8.33
Female	32	31	96.88	25.81	32	100	15.63
Black or African American	16	15	93.75	26.67	15	93.75	6.67
Asian	11	11	100	36.36	11	100	18.18
Hispanic or Latino	23	20	86.96	20	22	95.65	13.64
Socioeconomically Disadvantaged	56	51	91.07	23.53	54	96.43	12.96
English Learners	18	14	77.78	7.14	17	94.44	--
Students with Disabilities	12	12	100	16.67	12	100	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	57	56	98.25	29.09	55	96.49	18.18
Male	32	31	96.88	25.81	31	96.88	19.35
Female	25	25	100	33.33	24	96	16.67
Black or African American	16	15	93.75	46.67	15	93.75	20
Asian	11	11	100	9.09	11	100	27.27
Hispanic or Latino	22	22	100	27.27	22	100	13.64
Socioeconomically Disadvantaged	57	56	98.25	29.09	55	96.49	18.18
English Learners	14	14	100	7.14	14	100	--
Students with Disabilities	13	12	92.31	--	12	92.31	--

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	11.1%	14.8%	5.6%

**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 2016-17)

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, 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 and 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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	9.0%	8.0%	9.0%	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 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.

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	2004-2005	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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.

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 Counting:								
				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	19	-	1	1	-	2	3	-	-	-	-
1	24	22	-	1	-	-	2	3	-	-	-	-
2	31	20	-	-	3	-	2	-	-	-	-	-
3	29	30	-	-	-	-	2	2	-	-	-	-
4	32	30	-	-	-	-	2	2	-	-	-	-
5	32	32	-	-	-	-	2	2	-	-	-	-
6	21	23	-	1	1	-	2	2	-	-	-	-
Other	10	14	-	1	1	-	-	-	-	-	-	-

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)
- Coordination of Services Team (COST)
- Leadership Team
- Parent Advisory Committee (PAC)
- English Learners Advisory Committee (ELAC)
- Instructional Leadership Team (ILT)
- Parent Involvement Committee (PIC)
- BEST Practices Committee

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.

Counseling & Support Staff (School Year 2015-16)

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
Health Assistant	1	0.5
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	0.80
RSP Aide	1	1.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	1	0.50
Student Support Teacher	1	0.80

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 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.

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 are rewarded with a Movie and a Treat at the end of each month.

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 | • Speech Contest | • Basketball |
| • Soccer | • Flag Football | • Girl Scouts |
| • Cheer Leading | • Enrichment Tutoring | • MASTERS After School Program |
| • GATE Enrichment/field trips | • Running Group | |

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.

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	\$68,659
District	\$71,399
Percentage of Variation	-3.8%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-9.5%

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,398
From Supplemental/Restricted Sources	\$1,787
From Basic/Unrestricted Sources	\$4,611
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-19.9%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-18.8%

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>.

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