



Twin Rivers Unified School District Michael J. Castori Elementary School

CDS Code: 34-76505-6033427

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

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Welcome to Michael J. Castori Elementary as our school was established as McClelland School in 1952. The school's name was changed in the 1980's to Michael J. Castori. Our school is commonly referred to as Castori and currently serves 695 students in kindergarten through sixth grade. The school also serves approximately 60 students of 3 & 4 year old in Pre-School classes. Our students are provided a rigorous and rich academic curriculum that is augmented with classes taught by Music or Arts specialists. Castori has additional student support provided by a vice-principal, psychologist, counselor, speech clinician and student support teacher, all assist in meeting the needs of our students.

Students are provided afterschool care through the ASES funded program. Fathers and Families provides tutoring and intramural sports for students. A Monthly award ceremonies honor academic and citizenship of students in Kindergarten through Sixth grade. The school faculty hosts an annual Harvest/Multicultural Festival, Winter Sing, Art Night, Talent Show, Panther PJ Reading Night, and Spring Open House.

All parents are encouraged to attend Coffee and Conversation with the Principal and faculty the first Monday of each month from September - May. Parents are asked to volunteer in classrooms as well as being involved in all school sponsored activities. We look forward to seeing you at Castori.

Go Panthers!
Martin Powers, Ed. D.

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).

District & School Profile (School Year 2017-18)

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

Mission Statement

Castori School believes that the development of student self-esteem should take place in a safe and orderly environment which allows for social, emotional, intellectual and physical growth so that all students can achieve their highest potential.

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

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	13.4%
American Indian or Alaska Native	1.4%
Asian	17.7%
Filipino	0.3%
Hispanic or Latino	52.7%
Native Hawaiian or Pacific Islander	2.6%
White	10.1%
Two or More Races	1.4%
EL Students	34.4%
Socioeconomically Disadvantaged	97.1%
Students with Disabilities	8.9%
Foster Youth	0.9%

School Enrollment & Attendance (School Year 2016-17)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Castori Elementary School had a beginning enrollment of 695 students in grades kindergarten through six for the 2016-17 school year.

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
K	113	106	113
1st	89	101	112
2nd	103	95	91
3rd	115	95	90
4th	115	118	88
5th	95	90	111
6th	86	90	90

A. Conditions of Learning State Priority: Basic

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

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

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	30	31	31	1256
Without Full Credentials	0	0	0	60
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

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

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

	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	2

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in June 2017, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
TK	English/Language Arts	Houghton Mifflin	2013	Yes	0.0%
K-6	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
6th	History/Social Science	MacMillan/ McGraw Hill	2007	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
TK	Mathematics	Houghton Mifflin	2013	Yes	0.0%
K-6	Mathematics	Houghton Mifflin Go Math	2015	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities & Safety (School Year 2017-18)

Built in 1941, two years ago the school was completely renovated as a part of the district modernization plan. The school is currently comprised of 20 stationary classrooms, 10 portable classrooms, a multipurpose room, a library, a computer lab, an administration center, and a cafeteria with stage a theater lights.

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. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2017-18 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/14/2017				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Kindergarten Room 21 - the water pressure on one of the outside drinking fountains is too high. Boys Restroom Near Room 25 - there is one loose faucet.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Kindergarten Room 29 - the netting on the playground equipment is fraying.

B. Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/ literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

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

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

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

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

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	20	29	--	31	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	22	27	--	25	25	--	36	37
Science (Grades 5, 8, and 10)	47	30	--	43	40	--	56	54	--

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

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	376	367	97.61	28.61	371	98.67	26.95
Male	189	187	98.94	24.6	187	98.94	26.2
Female	187	180	96.26	32.78	184	98.40	27.72
Black or African American	53	52	98.11	25	52	98.11	11.54
Asian	64	64	100.00	25	64	100.00	18.75
Hispanic or Latino	209	203	97.13	32.02	207	99.04	34.3
White	34	32	94.12	18.75	32	94.12	21.88
Socioeconomically Disadvantaged	368	359	97.55	28.13	363	98.64	26.17
English Learners	178	172	96.63	28.49	177	99.44	29.94
Students with Disabilities	57	57	100.00	5.26	57	100.00	7.02

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

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

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.2%	16.5%	11.7%

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

C. Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District. The Parent Teacher Association (PTA) plays an active role in the community and at each school site through fundraising and special activities. Numerous programs and activities are enriched by the generous contributions made by the following sources:

- Mimi's
- Grant High School
- Hagginwood Community Center
- Franklin Templeton Investments
- USAA
- Terkensha
- Del Norte Swin Club
- Lions Club
- Elephant Bar
- Junior Achievement
- Toys for Tots

Contact Information

Parents who wish to participate in Castori Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (916) 566-3420.

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 Castori 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 Kind, Be Productive," 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 Castori Elementary School's BEST Practices (Building Effective Schools Together) program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Weekly drawing such as Lunch with teacher or principal's assistant provide additional incentives for positive behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. A school newsletter, published twice a month, provides updates to school policies and noteworthy events.

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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	3.90	4.12	2.95	0.00	0.00	0.00
District	7.70	7.78	7.10	0.02	0.01	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

Teachers supervise students on campus before and after school and during recess, and 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.

Castori Elementary School's Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the vice principal and the Incident Management Team. Revisions to the Safety Plan are communicated to all staff members annually and as needed. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held once each trimester.

D. Other SARC Information

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

Additional Internet Access/Public Libraries

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

Federal Intervention Program (School Year 2017-18)

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

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

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2007-2008	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
15	16	17	15	16	17	15	16	17	15	16	17	
By Grade Level												
K	23	21	23	-	2	-	5	3	5	-	-	-
1	22	20	28	-	1	-	4	4	4	-	-	-
2	26	24	23	-	-	-	4	4	4	-	-	-
3	29	24	23	-	-	-	4	4	4	-	-	-
4	29	30	29	-	-	-	4	4	3	-	-	-
5	19	30	28	2	-	-	3	3	4	-	-	-
6	29	23	30	-	1	-	3	3	3	-	-	-

Homework

At Castori 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. Teachers are also looking at new ways to deliver homework via the web and portable devices.

School Leadership

Leadership at Castori Elementary School is a responsibility shared between district administration, the principal, vice principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Martin Powers.

The education of children is a joint effort of home and school. 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.

Staff and parents are encouraged to participate in a wide variety of leadership teams, such as the School Site Council, the Leadership Team, the Bilingual Advisory Committee and the Student Study Team. Parents are invited to attend a coffee and conversation group, facilitated by the school counselor.

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 leadership teams for the staff at Castori Elementary School include the Safety Committee, the BEST Practices Team, Grade Level Facilitators, and the Curriculum Committee.

Counseling & Support Staff (School Year 2016-17)

It is the goal of Castori 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.

Castori Elementary School utilizes supplemental instruction. A Resource Specialist Program and Speech & Language Therapist provide support for students with special needs to ensure they are getting necessary specialized instruction.

The following support staff are available according to the full-time equivalent indicated in the chart: Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Bilingual Paraeducators	1	1.0
English Language Resource Teacher	1	1.0
Library Technician	1	0.625
Nurse	1	0.25
Psychologist	1	0.80
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	1	0.75
Speech and Language Specialist	1	1.0

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2016-2017 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were

focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

Curriculum Development

All curriculum development at Castori Elementary School revolves around the California Common Core Frameworks. 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

Castori Elementary School's comprehensive student recognition program contributes to the positive environment of the school, and includes classroom and school-wide awards. Assemblies are held each trimester to recognize students for academic excellence.

The Principal's Honor Roll recognizes students for receiving all 'A's on their report card. The Honor Roll rewards students for receiving 'A' s and 'B's. Classrooms that have no referrals for student behavior receive an Honor Class ribbon. Classrooms with the most Honor Ribbons at the end of a trimester receive a pizza party.

Students may earn the Panther Pride/Student of the Month award once a month for academic and non-academic excellence. The Positive Purple Referral is given to students who receive no citations for the trimester.

Extracurricular Activities

Castori 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:

- Student Council (3rd-6th grade)
- After-School Enrichment
- Garden Club
- Spelling Bee
- Soccer
- GATE
- Art Night
- Panther Patrol
- Red Ribbon Week
- Michael Castori Festival
- PTA
- Family Fun Night

School Site Teacher Salaries (Fiscal Year 2015-16)

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

Average Teacher Salaries	
School & District	
School	\$65,241
District	\$73,962
Percentage of Variation	-11.8%
School & State	
All Unified School Districts	\$79,228
Percentage of Variation	-17.7%

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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

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

District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,687
From Supplemental/Restricted Sources	\$742
From Basic/Unrestricted Sources	\$4,944
District	
From Basic/Unrestricted Sources	\$5,947
Percentage of Variation between School & District	-16.9%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-24.8%

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

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

Library Information

Castori Elementary School's library is staffed by a Media Technician and is stocked with thousands of text, supplemental and recreational reading books that are available for students and parents to check out. A full video library is also available for teachers to check out for classroom use. Computer resources within the computer lab are connected to the Internet so students are able to access resources and information online to improve their research skills.