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Twin Rivers Unified School District Noralto Elementary School

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2013-14 School Accountability Report Card

Principal's Message

On behalf of our staff...Welcome to Noralto Elementary School. Noralto School serves students in Pre-K through Grade 2. It has been our goal to develop a wonderful academic program at our school that offers each individual student the resources and support they need to attain the highest level of success. We are committed to the continued improvement of our programs and look forward to working with you and all of our students as we strive to maintain the highest levels of academic achievement of our students.

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.

School Mission Statement

Within a safe and orderly learning environment, Noralto School staff strives to enable its students to reach their highest potential, by providing quality instruction while promoting good citizenship, social responsibility and appreciation of cultural diversity.

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.

At the time of this publication, Noralto Elementary School is the only Pre-K through 2nd grade site in the district. Noralto Elementary School had a beginning enrollment of 520 students in grades kindergarten through two for the 2013-14 school year.

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	7.7%
American Indian	0.2%
Asian	12.5%
Filipino	-
Hispanic or Latino	65.8%
Pacific Islander	1.0%
White	7.9%
Two or More	3.5%
None Reported	1.5%
English Learners	62.7%
Socioeconomically Disadvantaged	98.8%
Students with Disabilities	4.4%

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 the number of students in attendance each school day. Most importantly, attendance is critical to academic achievement of students and regular daily attendance is a priority at Noralto Elementary School. Student attendance is closely and carefully monitored and recorded to ensure accuracy and to identify those students that exhibit irregular school attendance.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered per school and district policy. Parents are advised of their responsibilities, including proper notification of absences, lates, and tardies. The office monitors student attendance very closely making phone calls to parents on a daily basis, and will send letters home if attendance issues arise.

Students and parents are given several interventions to help improve the attendance of the student, including School Attendance Review Team (SART) contracts, communication via phone calls, and face-to-face meetings with school personnel. When persistent attendance and/or behavior issues occur, if the regular avenues of classroom, school or district counseling are ineffective, or if previous interventions have failed to improve attendance, students are referred to the School Attendance Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years. NOTE: As of the 2011-12 school year, Noralto Elementary School serves students in Pre-K through 2nd grade.

Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
K	170	166	184
1st	184	176	165
2nd	172	174	171

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	23	0	24	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	0

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
Pre K & K	English/Language Arts	MacMillan/ McGraw Hill	2012	Yes	0.0%
K-2	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
K-2	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-2	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
K-2	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities & Safety (School Year 2014-15)

The current school main facility was constructed in 1951, consisting of 18 permanent classrooms, 1 administration building, 1 library, 1 staff room, and 1 multipurpose room, and a playground. Additionally, 24 portable classrooms have been added in subsequent years. Today, Noralto Elementary School consists of 26 classrooms, 2 administration buildings, 1 library, 1 staff room, 1 multipurpose room, 1 complete computer lab, and 2 playgrounds.

The safety of our students is of utmost importance. Supervision of students occurs before school, in the form of school administration, certificated teachers and classified staff; during school hours, in the form of certificated teachers and noon duty supervisors, and after school in the form of school administration and certificated support staff.

Noralto is a closed and secure campus. We have security fencing surrounding our facility, with all access gates locked to outside individuals. As an additional security measure, gates are locked at the start of school, are opened only after the dismissal bell rings. All visitors to Noralto School are required to register at the Front Office upon arrival, and are required to display their authorized visitor's pass at all times while on campus.

Noralto Elementary School's safety and emergency plan, 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 school year.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one half-time custodian 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.

School Facility Conditions				
Date of Last Inspection: 04/21/2014				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			Boys Restroom by room 63 - Linoleum coming up; Room 45 - Door needs paint.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)			X	
Electrical		X		Room 60/61 - 2 lights out; Room 53/47 - 2 lights out; Room 26 - 1 light out; Room 23 - 1 light out; Room 18 - 1 light out; Room 16 - 1 light out; Room 15 - Data plug broken; Multipurpose Room/ Cafeteria - Lights blink
Restrooms/Fountains	X			Office - No exhaust fan in restroom. Room 31 - Water leak at sink; Girls Restroom - Faucet loose.
Safety (Fire Safety, Hazardous Materials)	X			Room 58/59 - Fire extinguisher is old; Room 45 - Fire extinguisher missing; Room 35 - Fire extinguisher missing; Room 15 - Fire extinguisher has no tag; Room 13 - Fire extinguisher outdated (August 2012).
Structural (Structural Damage, Roofs)	X			Boys Restroom by room 33 - No boys sign. Room 44 - 1 missing tile, lots of tiles stained; Room 24 - 1 tile hanging loose.
External (Grounds, Windows, Doors, Gates, Fences)	X			Girls Restroom by room 33 - Door paint; Boys Restroom by room 33 - Stall broken; Room 17 - Back door doesn't latch.

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.

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	*	*	*	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	*
School	*
Males	*
Females	*
African American/Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	*
Pacific Islander	*
White	*
Socioeconomically Disadvantaged	*
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	52	50	58	40	42	40	54	56	55
Mathematics	67	57	65	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			
	2010	2011	2012
Statewide	5	5	4
Similar Schools	9	10	8
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	16	C	38
Asian			
Actual API Change	55	-	-
Hispanic or Latino			
Actual API Change	-5	C	56
Socioeconomically Disadvantaged			
Actual API Change	17	C	44
English Learners			
Actual API Change	13	C	35

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).

As of the 2011-12 school year, Noralto Elementary School serves students in Pre-K through Grade 2. As a result, no formal Physical Fitness Test (PFT) was administered.

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)

Noralto Elementary School provides many opportunities for our parents and community members to become integral parts of the learning and decision making process through their active participation in school and district level organizations and committees. Involved parents and community participate in various meetings to discuss and address the academic achievement of our students. To learn more about the parent groups listed below, please contact our Front Office for specific information at (916) 566-2700.

- SSC - School Site Council
- ELAC - English Learners Advisory Committee
- DAC - District Advisory Committee
- DELAC - District English Learners Advisory Committee

Contact Information

Parents play a vital role in the success of the school and its students. To learn more about how parents can become involved, read below.

Parents wishing to participate in Noralto Elementary School's leadership teams, committees, volunteers or to request information about our school are encouraged to contact our Front Office at (916) 566-2700.

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

Noralto Elementary School believes that meaningful learning must occur within a safe, disciplined, and positive environment. Students at Noralto Elementary School are guided by clear and specific rules and classroom expectations that promote respect, cooperation, collaboration, courtesy, and acceptance of others.

The goal of Noralto Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through a beginning of the year assembly, classroom orientation and school notices. Additionally, modifications or new policies and procedures enacted or revised during the school year are made clear to parents through a variety of mediums, including but not limited to, letters home, automated phone messages, and parent assemblies and meetings. One such policy that promotes a positive learning environment is our uniform policy, which helps to remove unnecessary distractions that may deter students from focusing on their academic studies and success.

The Suspensions and Expulsions table illustrates our school and our district's unduplicated number of students suspended as well as the percentage as a product of total enrollment (students suspended divided by number of total average students enrolled). Expulsions occur only when required by law or when all other alternative interventions have been 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	34	27	32	5588	5607	5513
Suspension Rate	6.5%	5.2%	6.2%	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	2003-2004	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	24	24	23	-	1	1	7	6	7	-	-	-
1	31	29	28	-	-	1	5	6	5	1	-	-
2	29	29	29	1	1	-	5	5	6	-	-	-

School Leadership

Leadership at Noralto Elementary School is a responsibility shared equally between district administration and personnel, school administration, including the principal, instructional staff, including certificated teachers, students, and parents. The district emphasizes a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Primary leadership duties were assumed by Principal Bradley Allen. Noralto School staff members and parents participate in various committees that engage in making decisions regarding the priorities of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

Counseling & Support Staff (School Year 2013-14)

A School's success is reliant on the quality of its credentialed staff. To learn more about our school staffing, read more below.

In addition to focusing on the academic success of our students, Noralto Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Noralto Elementary School.

Noralto Elementary School teachers are sensitive to the unique needs of each of our students, including English Language Learner (ELL) students. ELL students are identified as early as possible and appropriately placed in classrooms where they receive in-class assistance from bilingual paraprofessionals.

Some students are identified as having exceptional academic needs that can be met through intervention and support by the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic content areas based on Individualized Education Plans (IEPs). For those students that qualify, Gifted and Talented Education (GATE) instruction is available to offer challenging supplemental instruction.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	2	2.0
Library Technician	1	0.375
Nurse	1	0.2
Psychologist	1	0.34
Resource Specialist Program (RSP) Teacher	1	0.5
RSP Aide	1	0.75
SDC Aide	2	1.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.33
Student Learning Coach	1	1.0

Teacher Evaluation & Professional Development

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

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

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 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.

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	\$70,298
District	\$68,898
Percentage of Variation	2%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-0.6%

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%



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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,769
From Supplemental/Restricted Sources	\$1,877
From Basic/Unrestricted Sources	\$4,892
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	4.1%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	4.3%

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>.

Homework

At Noralto Elementary School, homework is seen as a fundamental component of the learning process. It nurtures the development of basic academic study skills as well as promoting student responsibility and self discipline. Homework is regularly assigned at all grade levels in our major subject areas. Each individual teacher determines the appropriate level and measure of homework for their individual class. Every student is expected to complete their homework assignments to the best of their ability, and to submit the homework to the classroom teacher in a timely manner. Parents are encouraged to provide support by creating a learning environment at home that is conducive to learning, and to review the homework assignment of their child.

Curriculum Development

The curriculum used by students is determined by the content standards adopted by the California Department of Education. To learn more about our curriculum and our intervention programs, read more below.

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.

All curriculum development at Noralto Elementary School revolves around the California State Common Core Standards and Frameworks. Teachers work collaboratively to align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, student needs, assessment results and the latest research. The construction and implementation of the curriculum is an on-going process.

Noralto Elementary School utilizes various specialized programs to support its curriculum. Support staff assists classroom teachers with developing appropriate instruction as well as provide intervention instruction.

English Language development instruction is administered by certificated classroom teachers certified with the appropriate Cross-cultural Language Development (CLAD) credentials.

Through classroom and school-wide awards, Noralto School focuses on the academic achievement and positive citizenship of our students and recognizes these traits by the following:

- Principal's List
- Honor Roll
- Class Star Academic Achievement Assemblies
- Eagle Pride Character Trait Assemblies
- "Here 'n On Time" Club Attendance Recognition Celebrations
- Weekly WIN Recognition Celebrations
- Benchmark Celebrations
- STAR Recognition Awards
- Individual Class-wide Jiji Achievement Awards

Extracurricular Activities

Noralto Elementary School understands that extracurricular activities and experiences enrich the educational and social development of our students and families. Twin Rivers Unified School District promotes and supports student and family participation in these activities without compromising the integrity and purpose of our educational programs and processes. Noralto School offers the following enrichment programs as part of our effort to enhance the lives of our students and families:

- Sacramento Chinese Community Servicers Center (ASES Program)
- Fall Festival
- Gardening Club
- Walk to School Events
- Back to School Night
- Family Reading Night
- Family Math Night
- Open House
- Parent Education Hour

Recognition Programs

Noralto Elementary School's comprehensive acknowledgement of students contributes to the overall environment of our school.