



Twin Rivers Unified School District Noralto Elementary School

CDS Code: 34-76505-6033435

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Principal's Message

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.

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 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 | 11.3% |
| American Indian or Alaska Native | 1.0% |
| Asian | 10.7% |
| Filipino | 0.6% |
| Hispanic or Latino | 65.0% |
| Native Hawaiian or Pacific Islander | 0.8% |
| White | 5.6% |
| Two or More Races | 4.0% |
| EL Students | 55.3% |
| Socioeconomically Disadvantaged | 96.0% |
| Students with Disabilities | 4.2% |
| Foster Youth | 1.0% |

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.

Noralto Elementary School had a beginning enrollment of 497 students in grades kindergarten through second 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 | 184 | 181 | 183 |
| 1st | 165 | 159 | 155 |
| 2nd | 171 | 163 | 159 |

A. Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2016-17)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

| Highly Qualified Teachers | | |
|----------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------|
| | % of Core Academic Courses Taught By Highly Qualified Teachers | % of Core Academic Courses Taught By Non-Highly Qualified Teachers |
| School | 100.0% | 0.0% |
| All Schools in District | 79.1% | 20.9% |
| High-Poverty Schools in District | 79.1% | 20.9% |
| Low-Poverty Schools in District | N/A | N/A |

Teacher Assignment

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

| | Teacher Credential Status | | | |
|--------------------------------------------------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 14-15 | 15-16 | 16-17 | 16-17 |
| Fully Credentialed | 24 | 23 | 22 | 1257 |
| Without Full Credentials | 0 | 0 | 2 | 46 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 52 |

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

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

| | Misassignments/Vacancies | | |
|------------------------------------------------|--------------------------|----------|----------|
| | 14-15 | 15-16 | 16-17 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 1 |

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 |
| 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% |

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033435Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

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.

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: 03/21/2016 | | | | |
| 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 | | | P Room 17 - dirty vents/blowing dust. |
| Interior | | | X | Room 15 - ceiling tiles are loose; Room 16 - ceiling tiles are loose; P Room 18 - ceiling tiles are loose; Boys Restroom - tiles are missing at base of wall; Room 23 - ceiling tiles are loose; Room 21 - water stained ceiling tiles; Room 30 - water stained ceiling tiles; Room 33 - water stain on air duct; Girls Restroom - hole in wall; Boys Restroom - metal is rusted on floor by stall/hole in wall; P Room 45 - water stained ceiling tiles; P Room 44 - water stained ceiling tiles; P Room 43 - ceiling tiles are loose; P Room 49 - carpet has waves/worn and stained; P Room 50/54 - ceiling tile frame is loose; Multipurpose Room/ Cafeteria - ceiling tiles are loose. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | Custodial - light cover is missing; P Room 47/RSP - light panel is out. |
| Restrooms/Fountains | X | | | P Boys Restroom - sink push button is missing; P Library - main pipe to sink is leaking. |
| Safety (Fire Safety, Hazardous Materials) | X | | | Staff Lounge - paint is chipping on door frame; Room 24 - paint is chipping on eaves; P Room 44 - paint is chipping on eaves; Kitchen - paint chipping on door frames. |
| Structural (Structural Damage, Roofs) | X | | | P Room 17 - dry rot on back stairs; P Library - dry rot on siding; P Room 46 - dry rot on siding; P Room 60/61 - dry rot on ramp; P Room 62/63 - dry rot on ramp. |
| External (Grounds, Windows, Doors, Gates, Fences) | | X | | Room 16 - trip hazard at asphalt/cement seam on walkway to playground; Boys Restroom - hole in exterior hallway wall; Room 35 - trip hazard on walkway at entry; P Library - vent cover is missing on siding; P Room 46 - vent cover is missing on siding; P Room 48/Family - trip hazard on south ramp entry/ramp is slippery when wet; P Room 49 - ramp is slippery when wet; P Room 58/59 - trip hazard at ramp entry/no skid paint is peeling on ramp; P Room 60/61 - trip hazard at ramp entry; P Room 62/63 - trip hazard at ramp entry. Room 16 - blinds are broken in restroom; Room 17 - door will not close properly; P Room 45 - paint chipping on door. |

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.

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

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

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)

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 and 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.

Safe School Plan (School Year 2016-17)

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.

| | Suspensions & Expulsions | | | | | |
|----------|--------------------------|-------|-------|------------|-------|-------|
| | Suspensions | | | Expulsions | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| School | 2.0% | 4.0% | 4.0% | 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% |

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 | Not in PI | In PI |
| First Year in PI | - | 2010-2011 |
| Year in PI | - | Year 3 |
| # of Title I Schools Currently In PI | - | 48 |
| % of Title I Schools Currently In PI | - | 90.6% |

Class Size

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

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|---|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| 14 | 15 | 16 | 14 | 15 | 16 | 14 | 15 | 16 | 14 | 15 | 16 | |
| By Grade Level | | | | | | | | | | | | |
| K | 26 | 20 | 19 | - | 5 | 7 | 7 | 4 | 5 | - | - | - |
| 1 | 27 | 27 | 22 | 1 | - | 1 | 4 | 6 | 6 | - | - | - |
| 2 | 29 | 27 | 27 | - | - | - | 6 | 6 | 6 | - | - | - |
| Other | 29 | - | - | - | - | - | 1 | - | - | - | - | - |

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.

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 2015-16)

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 |
| Nurse | 1 | 0.2 |
| Psychologist | 1 | 0.4 |
| 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 | 0.9 |

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

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

Recognition Programs

Noralto Elementary School’s comprehensive acknowledgement of students contributes to the overall environment of our school. 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 Academic Achievement Assemblies
- Eagle Pride Character Trait Assemblies
- “Here ‘n’ On Time” Club Attendance Recognition Celebrations
- Weekly WIN Recognition Celebrations
- Benchmark Celebrations
- 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

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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

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

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 | \$76,059 |
| District | \$71,399 |
| Percentage of Variation | 6.5% |
| School & State | |
| All Unified School Districts | \$75,837 |
| Percentage of Variation | 0.3% |

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

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

| Expenditures per Pupil | |
|---------------------------------------------------|---------|
| School | |
| Total Expenditures Per Pupil | \$7,937 |
| From Supplemental/Restricted Sources | \$1,467 |
| From Basic/Unrestricted Sources | \$6,470 |
| District | |
| From Basic/Unrestricted Sources | \$5,756 |
| Percentage of Variation between School & District | 12.4% |
| State | |
| From Basic/Unrestricted Sources | \$5,677 |
| Percentage of Variation between School & State | 14.0% |

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