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**Twin Rivers Unified School District**  
**Northwood Elementary School**  
CDS Code: 34-76505-6033443

**2630 Taft Street, Sacramento, CA 95815 ♦ (916) 566-2705**  
**2013-14 School Accountability Report Card**

**Principal's Message**

Welcome to Northwood Elementary School. We believe that the home, school and community share in the responsibility to educate our students. Our goal is to work together in a strong partnership based on mutual respect and collaboration. The Twin Rivers Unified School District and the State of California provide learning standards for our students to achieve. In a safe and orderly environment, students are able to reach their fullest potential of excellence. We hope this report will be able to provide you with information about our school's achievements, resources, students and staff. On behalf of the staff, I would like to extend an invitation for you to visit our school, attend your child's programs and become an active partner with us in your child's education. Please feel free to call or write if you have any questions or would like more information. I look forward to working with you.

**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**

Our mission is to provide an environment of high expectations, where everyone strives for excellence and all students meet or exceed district expectations.

**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.

Northwood Elementary School had a beginning enrollment of 494 students in grades kindergarten through six 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.

<b>Enrollment by Student Group</b>	
<b>2013-14</b>	
	<b>Percentage</b>
African American	15.3%
American Indian	1.2%
Asian	8.3%
Filipino	1.0%
Hispanic or Latino	51.6%
Pacific Islander	0.4%
White	16.4%
Two or More	2.7%
None Reported	3.1%
English Learners	34.4%
Socioeconomically Disadvantaged	97.5%
Students with Disabilities	14.3%

## School Enrollment & Attendance (School Year 2013-14)

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

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

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

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

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	75	80	79
1st	79	76	68
2nd	70	73	74
3rd	59	59	66
4th	69	74	66
5th	68	71	68
6th	61	61	62

## 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	94.7%	5.3%
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	20	0	23	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
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. 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-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
6th	History/ Social Studies	MacMillan/ McGraw Hill	2007	Yes	0.0%
K-5	History/ Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/34765056033443Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/34765056033443Textbooks_1.pdf)

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.

**School Facilities & Safety (School Year 2014-15)**

The current facilities were built in 1949 and currently consists of a main building, annex, and portables. There are 30 classrooms a multipurpose room, library and administrative offices. Northwood School hosts the TRUSD Children’s Center program with two full day preschools and before and after school childcare. In addition, there are two state preschools.

Teachers supervise students on campus before and after school and during recess. 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 staff to display their pass at all times.

Northwood Elementary School’s Safety Plan is revised on a yearly basis each fall with district support and coordination. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis. Fire drills are held once a month, earthquake and lockdown drills are held twice a 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 part-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 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.

School Facility Conditions				
Date of Last Inspection: 08/19/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		Cafeteria/Kitchen there is one missing ceiling tile; Room 14 - there is wire molding loose and coming off the wall; Girls Restroom Near Room 31 - there is missing flooring near the door; Room 31 - there is flooring coming up on the seam in the restroom; Room 36 - the flooring is pulling away at the seams in the restroom.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical			X	Cafeteria/Kitchen - there is one light out; Girls Restroom Near Room 31 - there are four light out; Room 14 - one extension cord is a trip hazard; Room 31 - there is one light out and one cracked diffuser in the classroom; Room 39/Kindergarten - there are two lights out.
Restrooms/Fountains		X		Boys Restroom Near Room 31 - there is a clogged urinal; Girls Restroom Near Room 31 - there is missing flooring near the door; Room 31 - there is flooring coming up on the seam in the restroom; Room 36 - the flooring is pulling away at the seams in the restroom.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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	42	25	30	46	44	48	60	59	60

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

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	30
Males	40
Females	20
African American/Black	*
American Indian	*
Asian	36
Filipino	*
Hispanic	33
Pacific Islander	*
White	36
Socioeconomically Disadvantaged	30
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	34	34	33	40	42	40	54	56	55
Mathematics	40	38	36	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	1	1	1
Similar Schools	4	2	4
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-11	4	-11
Hispanic or Latino			
Actual API Change	-2	-5	-3
Socioeconomically Disadvantaged			
Actual API Change	-12	6	-15
English Learners			
Actual API Change	-22	8	-22

## State Priority: Other Pupil Achievement

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

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

## Physical Fitness (School Year 2013-14)

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

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9%	31.3%	14.9%

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

## Engagement State Priority: Parental Involvement

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

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

## Parent & Community Involvement (School Year 2014-15)

Parents and the community are very supportive of the educational programs in the Twin River Unified School District. The Parent Teacher Organization (PTO) works closely with the school on family events and fundraising. The School Site Council and ELAC committee are very involved in school events. Grade level specific and school wide family events are held on a regular basis. Local businesses support our family events with resources.

## Contact Information

Parents who wish to participate in Northwood Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school office at (916) 566-2705 or you can send us a fax at (9a6) 566-3583.

## 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

Northwood Elementary School is committed to ensuring all children learn to be responsible citizens. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy, "Be Safe, Be Respectful, Be Responsible," promotes a safe school and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Northwood Elementary School's discipline program, BEST Practices (Building Effective Schools Together) is a philosophical framework for ensuring that all students receive the support needed to experience behavioral success.

Northwood Elementary School believes that children learn best in a safe and structured environment. An important part of learning is developing positive social skills such as cooperation and responsibility.

Children who respect themselves and others are able to succeed at many things. The BEST Practices program provides daily lessons and rules recitation, positive incentives, consistent school-wide procedures and consequences for all students. Students redeem PRIDE tickets monthly at the Student Store. Northwood Elementary School works with all children to develop good character. Every month a different character trait is emphasized. Students are recognized and rewarded for good citizenship each week with weekly classroom awards, each month with a special lunch, and each trimester with a special skate party. In addition, each trimester; there is an awards assembly to celebrate academic and behavioral success. The school counselor supports the character education program.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and family handbooks.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	35	62	58	5588	5607	5513
Suspension Rate	7.3%	12.6%	12.0%	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	2010-2011	2010-2011
Year in PI (2014-15)	Year 4	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

### School Leadership

Leadership at Northwood Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district, and Common Core standards. Primary leadership duties were assumed by Principal Kelly Grashoff. Collaborative decision making committees at Northwood Elementary School are:

- Leadership Team
- School Climate Committee
- Professional Learning Communities

The Leadership Team oversees instructional decisions at the site. The School Climate Committee oversees positive discipline and School Climate. The Professional Learning Communities collaborate with a focus on student data and academic achievement. In addition, parents and staff participate on the School Site Council (SSC), and the English Language Learner Committee.

### 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			
By Grade Level												
K	24	20	20	1	1	1	2	3	3	-	-	-
1	24	19	17	1	2	2	3	2	2	-	-	-
2	27	15	25	-	3	1	2	2	2	-	-	-
3	20	20	22	1	1	1	2	2	2	-	-	-
4	34	19	17	-	2	2	-	-	2	2	2	-
5	24	18	23	1	2	1	2	-	2	-	2	-
6	29	20	21	-	1	1	2	2	2	-	-	-

### Counseling & Support Staff (School Year 2013-14)

It is the goal of Northwood 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. When students require additional assistance, the support staff are available according to the full-time equivalent indicated in the chart.

Northwood Elementary School utilizes supplemental instruction and Resource Specialists for students with special needs. A Speech & Language Therapist provides additional support outside of traditional classrooms.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive 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
Academic Counselor	1	0.5
Bilingual Paraeducators	2	2.0
Library Technician	1	0.375
Nurse	1	0.2
Psychologist	1	0.33
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	1	0.8
Student Learning Coach	1	0.7

## 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.

## 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](http://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%

## 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	\$66,413
District	\$68,898
Percentage of Variation	-3.6%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-6.1%



## 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	\$6,110
From Supplemental/Restricted Sources	\$1,949
From Basic/Unrestricted Sources	\$4,161
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	-11.4%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-11.3%

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>.

## Curriculum Development

The writing and implementation of the Twin River 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 Northwood Elementary School revolves around the California State Content 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, the needs of students, assessment results and research. The construction and implementation of the curriculum is an on-going process.

Northwood Elementary School utilizes various specialized programs to support its curriculum. An English Language Resource Teacher assists classroom teachers with developing appropriate curriculum. English Language Development instruction is administered by classroom teachers certified with CLAD (Crosscultural, Language and Academic Development) credentials.

## Extracurricular Activities

Northwood 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: MASTERS After School Program, soccer, basketball, cheer, tutoring, and special community events..

## Homework

At Northwood Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promotes student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

