



Twin Rivers Unified School District Northwood Elementary School

CDS Code: 34-76505-6033443

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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

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.

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 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	16.5%
American Indian or Alaska Native	1.6%
Asian	6.9%
Filipino	0.6%
Hispanic or Latino	52.7%
Native Hawaiian or Pacific Islander	1.0%
White	14.9%
Two or More Races	3.7%
EL Students	34.8%
Socioeconomically Disadvantaged	97.8%
Students with Disabilities	14.5%
Foster Youth	1.6%

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.

Northwood Elementary School had a beginning enrollment of 491 students in grades kindergarten through six 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	79	90	94
1st	68	74	75
2nd	74	70	70
3rd	66	60	72
4th	66	66	61
5th	68	63	66
6th	62	57	53

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

School	% 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	23	23	23	1257
Without Full Credentials	0	0	0	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	1	0

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2016, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
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

School Facilities & Safety (School Year 2016-17)

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.

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 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.

School Facility Conditions				
Date of Last Inspection: 09/07/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Girls Restroom Near Room 30 - one light is out and two light diffusers are missing; Room 44/Kindergarten - there is one light out.
Restrooms/Fountains			X	Grounds/Playgrounds - there is one outside drinking fountain not working. Boys Restroom Near Room 9 - there is one missing toilet paper dispenser; Girls Restroom Near Room 14 - there is one missing light diffuser; Girls Restroom Near Room 30 - one stall door is missing; Room 31 - the floor is pulling away at the seams in the restroom; Room 37 - there is cracked flooring in the restroom; Room 39, Kindergarten - the cove base is loose in the restroom.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

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

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

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	16	20	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	15	13	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	24	21	18	47	43	40	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	66	65	98.48	18.46
Male	34	33	97.06	24.24
Female	32	32	100	12.5
Black or African American	14	13	92.86	15.38
Hispanic or Latino	37	37	100	10.81
Socioeconomically Disadvantaged	66	65	98.48	18.46
English Learners	21	21	100	--
Students with Disabilities	16	16	100	12.5

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

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

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

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	77	74	96.1	12.16	74	96.1	13.51
Male	33	32	96.97	12.5	32	96.97	12.5
Female	44	42	95.45	11.9	42	95.45	14.29
Black or African American	16	16	100	6.25	16	100	12.5
Hispanic or Latino	47	47	100	10.64	47	100	10.64
Socioeconomically Disadvantaged	77	74	96.1	12.16	74	96.1	13.51
English Learners	29	29	100	6.9	29	100	6.9

California Assessment of Student Performance and Progress - Grade 4							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	63	61	96.83	19.67	62	96.88	19.35
Male	32	31	96.88	19.35	32	100	28.13
Female	31	30	96.77	20	30	93.75	10
Hispanic or Latino	33	32	96.97	18.75	33	100	15.15
White	11	10	90.91	20	10	90.91	30
Socioeconomically Disadvantaged	62	60	96.77	20	61	96.83	19.67
English Learners	21	21	100	19.05	21	100	9.52
Students with Disabilities	11	11	100	--	11	100	--

California Assessment of Student Performance and Progress - Grade 5							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	66	65	98.48	27.69	64	96.97	12.5
Male	34	33	97.06	27.27	32	94.12	21.88
Female	32	32	100	28.13	32	100	3.13
Black or African American	14	13	92.86	30.77	13	92.86	15.38
Hispanic or Latino	37	37	100	21.62	36	97.3	2.78
Socioeconomically Disadvantaged	66	65	98.48	27.69	64	96.97	12.5
English Learners	21	21	100	9.52	20	95.24	--
Students with Disabilities	16	16	100	12.5	15	93.75	6.67

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	59	56	94.92	19.64	57	96.61	7.02
Male	28	27	96.43	22.22	27	96.43	3.7
Female	31	29	93.55	17.24	30	96.77	10
Hispanic or Latino	29	28	96.55	17.86	29	100	6.9
Socioeconomically Disadvantaged	58	56	96.55	19.64	57	98.28	7.02
English Learners	20	19	95	5.26	20	100	--
Students with Disabilities	12	12	100	--	12	100	--

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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

Percentage of Students in Healthy Fitness Zone 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.8%	32.3%	38.5%

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

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational programs in the Twin River Unified School District. 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 (916) 566-3583.

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

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. 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					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	6.0%	4.0%	6.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

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

D. Other SARC Information

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

Additional Internet Access/Public Libraries

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

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI	Year 4	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	21	15	19	1	4	1	3	2	4	-	-	-
1	25	24	19	-	-	2	2	3	2	-	-	-
2	29	22	18	-	-	2	3	3	2	-	-	-
3	32	29	18	-	-	2	2	2	2	-	-	-
4	23	31	20	1	-	1	2	2	2	-	-	-
5	31	30	22	-	-	1	2	2	2	-	-	-
6	23	20	18	1	1	1	2	2	2	-	-	-
Other	-	11	-	-	1	-	-	-	-	-	-	-

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.

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.

Counseling & Support Staff (School Year 2015-16)

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.

Classroom instruction is differentiated to provide challenging curriculum for GATE students.

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
Counselor	1	1.0
Instructional Support Teacher	1	0.7
Nurse	1	0.2
Psychologist	1	0.6
RSP Aide	1	0.75
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language Specialist	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 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 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 Common Core State 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.

Recognition Programs

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.

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..

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	\$66,200
District	\$71,399
Percentage of Variation	-7.3%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-12.7%

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%

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	\$6,704
From Supplemental/Restricted Sources	\$1,611
From Basic/Unrestricted Sources	\$5,093
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-11.5%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-10.3%

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