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# *Twin Rivers Unified School District*

## *Hillsdale Elementary School*

*CDS Code: 34-76505-6033518*

*6469 Guthrie Way, North Highlands, CA 95660*

*(916) 566-1860*

### *2013-14 School Accountability Report Card*

#### Principal's Message

Hillsdale school encourages students to reach their full potential through a caring, safe and respectful learning environment. Our staff of excellent educators support students in developing 21st century skills such as critical thinking, creativity, communication and collaboration with others. We set high expectations for student achievement and align our curriculum and instruction with the California Common Core State Standards. We know that families are an integral part of student success and provide foundation for learning. We are glad we can walk with families on this learning journey as our children grow and develop their greatness every day at home and at school. My staff and I welcome students, parents and community to be an active part of the Hillsdale Learning Team.

#### 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

Hillsdale School reaffirms that our community's most valuable resource is its children, therefore, our purpose is to create an atmosphere which affords all children an opportunity to reach their maximum potential.

Our goal is to provide a quality educational program. We welcome you and encourage your participation in all aspects of the school. We can be most effective by working together. Your efforts and interest in your child's education make an important difference.

#### 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. Hillsdale Elementary School had a beginning enrollment of 403 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.

Enrollment by Student Group	
2013-14	
	Percentage
African American	9.2%
American Indian	0.7%
Asian	3.7%
Filipino	1.7%
Hispanic or Latino	46.7%
Pacific Islander	0.7%
White	34.0%
Two or More	2.7%
None Reported	0.5%
English Learners	35.5%
Socioeconomically Disadvantaged	89.8%
Students with Disabilities	15.4%

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

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Hillsdale 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	63	52	55
1st	58	60	61
2nd	63	65	53
3rd	50	62	65
4th	59	50	58
5th	57	62	50
6th	55	48	61

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Assignment

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

	Teacher Credential Status			
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	17	17	18	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

## Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

## School Facilities (School Year 2014-15)

The current facilities were built in 1961. There are 17 classrooms, a multipurpose room, a library/media center, a staff lounge, and two playgrounds. The school was completely renovated in the summer of 2008.

### 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.

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: 04/28/2014				
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			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical			X	Office-2 lights out; K1-1 light out; Library (4&5)-6 lights out; Room 6 (Staff)-1 light out; Room 7-1 light out; Room 12-2 lights out; Room 13-1 light out; Room 16-2 lights out; Room 17-2 lights out; Room 20-1 light out; Room 21-1 light out; Room 23-1 light out; Room 27-3 lights out; Cafeteria-1 light out.
Restrooms/Fountains	X			Boys Restroom-slip hazard/1st urinal is overflowing on floor. Girls Restroom by Room 28-1 broken faucet; Room 11-fountain leaks.
Safety (Fire Safety, Hazardous Materials)	X			Room 6 (Staff)-fire extinguisher missing.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)		X		Room 24-1 bb hole in window; Room 9-1 bb hole in window; Room 12-1 broken window; Room 15-4 bb holes in window; Room 17-1 bb hole in window; Room 18-2 bb holes in window; Room 20-2 bb holes in window; Room 21-1 broken window; Room 22-1 bb hole in window.



## Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	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/34765056033518Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/34765056033518Textbooks_1.pdf)

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California 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	53	47	48	40	42	40	54	56	55
Mathematics	57	59	56	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.

## 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	56	71	63	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	63
Males	56
Females	71
African American/Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	67
Pacific Islander	*
White	56
Socioeconomically Disadvantaged	62
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.*

## 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.

## 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.

API School Results			
	2011	2012	2013
Statewide	5	4	4
Similar Schools	9	9	8
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-6	-17	-2
Hispanic or Latino			
Actual API Change	10	-4	-5
White			
Actual API Change	-30	-13	21
Socioeconomically Disadvantaged			
Actual API Change	-7	-14	-5
English Learners			
Actual API Change	-11	-21	6



## 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	14.3%	46.9%	-

*\*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 schoolsite.

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

Hillsdale PTA is dedicated to enhancing our school climate and family involvement. Family events are a top priority with different activities such as family game night, movie night, craft night and family dance. PTA also sponsors fundraisers and other events, such as jog-a-thon. Our School Site Council meets monthly and oversees our school plan and budget. Our English Learner Advisory Committee gives our school insight on ways to help our students who are learning English. Parent are welcome at our school and encouraged to actively participate in our many activities and/or volunteer to help in our classrooms, at our school or with our events. Please visit our school website for an update on events and look for our monthly calendar and our school newsletter. Feel free to contact the school office or your child's teacher for ways you can become involved.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hillsdale Elementary at (916) 566-1860.

### 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: Handbook vs. Expectations

Students at Hillsdale Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Our school-wide Rules follow a "Best Practices" model and emphasize "Be Safe, Be Responsible, Be Respectful." These are taught and posted throughout the school. Positive recognition, discipline policy and practices are shared to the students and their parents. Each family receives a student handbook. These are discussed and reviewed with the students during the first few weeks of school. The student handbook is also reviewed with parents during "back-to-school" night. Periodically, throughout the year, all teachers review and re-teach school and classroom rules and expectations. The emphasis on revisiting the rules results in very few discipline problems because students know what is expected of them.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%  
2012-13: 5.1%  
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

### Suspensions & Expulsions

	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	24	43	37	5588	5607	5513
Suspension Rate	5.9%	10.8%	9.2%	17.7%	17.8%	17.7%
Expulsions	0	0	0	18	12	20
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%

## Other SARC Information

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

### Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2010-2011
Year in PI (2014-15)	Year 2	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

## School Safety Plan

School safety is a primary concern at Hillsdale Elementary School. Hillsdale staff has an emergency preparedness plan which is revised annually to align with state and federal emergency guidelines. In addition, school disaster preparedness drills are practiced on a regular basis. Students and staff follow safety guidelines, which are designed to ensure a safe, caring and respectful learning environment for everyone. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Twin Rivers Unified School District updates the district safety plan and provides the foundation for all schools in safe practices and policies required by law.

## School Leadership

Leadership at Hillsdale Elementary is a responsibility shared between the principal, instructional staff, students, families and district administration. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels aligned with the California State Common Core Standards to ensure 21st Century learning and high student achievement.

Principal Rene Scott-Femenella shares leadership with Hillsdale's Professional Learning Community. Staff selects PLC committees, such as school climate, family involvement, common core and 21st century technology. They meet regularly and share ideas, projects, plans and suggestions with the rest of the teachers and staff. Staff meets on Wednesday mornings for professional development as a whole staff and by grade levels. They also plan, analyze and evaluate effective strategies for instructions together as a grade level and grade alike teams. The staff works closely with the School Site Council to consider School Plan objectives within the school goal framework as well as the English Language Advisory Committee to develop and implement ways to cultivate success for all our students.

## Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14	12 13 14
By Grade Level												
K	30	17	18	-	1	1	2	2	2	-	-	-
1	20	20	20	1	1	1	2	2	2	-	-	-
2	23	22	18	1	1	1	2	2	2	-	-	-
3	24	16	16	-	2	2	2	2	2	-	-	-
4	30	17	19	-	1	1	2	2	2	-	-	-
5	27	31	17	-	-	1	2	2	2	-	-	-
6	28	24	31	-	-	-	2	2	2	-	-	-

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

In addition to academics, the staff at Hillsdale 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 support for students and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Hillsdale Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.33
Bilingual Paraeducators	1	0.50
Health Assistant	1	0.40
Library Technician	1	0.625
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Special Day Class (SDC) Teacher	2	2.0
Student Learning Coach	1	1.0

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a full-time RSP teacher who provides instruction within the general education classroom and through pull-out groups.

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.

## 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	\$70,812
District	\$68,898
Percentage of Variation	2.8%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	0.1%

## 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.

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 I, Title II, Title III
- CA Partnership Academies
- Charter School Fund
- Special Education
- Pupil Retention Block Grant

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,283
From Supplemental/Restricted Sources	\$3,801
From Basic/Unrestricted Sources	\$5,482
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	16.7%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	16.9%

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>.

## Extracurricular Activities

Hillsdale has various opportunities after school for students. Tutoring is offered to those students in need of additional support following the first trimester of school. Our Boys and Girls Club provides an after school program which includes educational support and activities for students. Each grade level includes a curriculum-relevant field trip to increase student understanding. Sixth grade participates in a week long space camp. We celebrate Read Across America and conclude the year with Primary/Intermediate Field Days. Eastside Campus offers a new schedule which includes daily P.E. and provides AVID (Advancement Via Individual Determination) as an elective or Public Speaking, Creative Dramatics, and Project Lead the Way. The campus is also able to provide Art and Guitar after school as well as tutoring. Eighth graders will go to Point Bonita for a 3 day science experience and the DeYoung Museum in San Francisco. We hold a career fair with nine professionals who share their job experiences and qualifications. UC Davis is interested in an ongoing connection with their science department.

## Curriculum Development

All curriculum development at Hillsdale Elementary School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

## Student Recognition

Our students are recognized for accomplishments in many ways. Award assemblies are held each trimester for kindergarten through 6th grade. Students receive certificates for perfect attendance, awesome attendance, honor roll, principal's honor roll, citizenship and achievement. Intermediate students receive awards and paw print pins are given to honor roll and principal's honor roll students. Husky Pride tickets (Grades 1-6) - are awarded to any student who exhibits positive school behavior and special drawings are held. All of our classrooms have recognition and incentive programs for their class by their teachers.