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Twin Rivers Unified School District D. W. Babcock Elementary School

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2018-19 School Accountability Report Card Published in 2019-20 School Year

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/>.
- 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.
- To view our SARC online, please visit our website or scan the QR code to the right.



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).

District Mission Statement

Twin Rivers Unified School District schools strive to inspire each student to extraordinary achievement every day.

District Vision

The Twin Rivers Unified School District has an unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

To achieve this vision, we commit to:

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.
- TRUSD will honor diversity and create equity across the district.
- TRUSD will identify, recruit, retain and develop the best employees.

Principal's Message

I would like to welcome each and every student and parent to Welcome to D.W. Babcock Elementary School. It is a pleasure and an honor to have you as part of our school. As with every year, Babcock Elementary School will continue to concentrate on achieving excellence in the educational program we provide each and every student, and provide opportunities for parents to be involved in their child's education. This will be accomplished by making a community commitment to excellence; striving to do better with those things that worked; modifying or removing those things that didn't work; and coming up with insightful and innovative ideas to enhance our program and continue to raise the bar for ourselves and for our students. As a school community, we will continue to strive to make Babcock Elementary a school of distinction. That is, a school where every teacher in the district wants to teach, a school where every student in the district wants to attend, and a school where every parent wants their child to attend.

Babcock Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students and staff with rich cultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to ensure success for all students.

We have made a commitment to provide the best educational program possible for our students. The strength and quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Babcock School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

Mission Statement

It is the mission of Babcock Elementary to inspire all students to extraordinary achievement every day.

School Profile (School Year 2019-20)

Twin Rivers Unified School District serves approximately 27,000 students in grades ranging from Pre-K to 12 in Northern Sacramento County. The district offers families the options of Early Head Start, Head Start and State preschool programs as well as Transitional Kindergarten (TK). The district operates 29 elementary schools, five middle schools, four comprehensive high schools, seven alternative schools, one adult education program and three dependent charter schools which serve the communities of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

School Enrollment

The charts display school enrollment broken down by grade student group and grade level.

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	12.7
American Indian or Alaska Native	0.5
Asian	9.1
Filipino	0.8
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	1.3
White	12.4
Two or More Races	5.4
EL Students	38.9
Socioeconomically Disadvantaged	92.0
Students with Disabilities	21.2
Foster Youth	0.5
Homeless	14.2

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
K	70	72	67
1st	54	66	58
2nd	54	49	62
3rd	71	51	40
4th	65	59	50
5th	67	51	63
6th	35	54	46
Total	416	402	386

School Attendance

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.

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			District
	School			
	17-18	18-19	19-20	19-20
Fully Credentialed	20	20	20	1207
Without Full Credentials	2	2	2	55
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	45

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			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2019-20)

Twin Rivers Unified held a public hearing on September 24, 2019, 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 October 2019, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September, 2019					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
K-6	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
6th	History/Social Science	MacMillan/ McGraw Hill	2007	Yes	0.0%
K-5	History/Social Science	Studies Weekly	2017	Yes	0.0%
K-6	Mathematics	Swun Math	2019	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities (School Year 2019-20)

The current facility was built in 1956 and consists of 20 permanent classrooms, 11 portable classrooms, one multipurpose room, one library, one administrative building, one computer lab, one staff room and one playground. Babcock Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff.

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 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 2018-19 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.58% 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: 08/28/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: August, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		LAMINATE TRIM IS MISSING AT SINK AREA/ WATER STAIN CEILING TILES, PAINT IS CHIPPING ON DOOR, CEILING TILES LOOSE, CARPET HAS TRIP HAZARD
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		OUTLET COVERS ARE MISSING IN STORAGE ROOM
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first 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.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	29	36	31	32	36	38	48	50	50
Mathematics (Grades 3-8 and 11)	28	30	25	25	27	29	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	188	182	96.81	3.19	31.32	185	98.40	1.60	24.86
Male	105	101	96.19	3.81	27.72	103	98.10	1.90	21.36
Female	83	81	97.59	2.41	35.8	82	98.80	1.20	29.27
Black or African American	32	31	96.88	3.12	25.81	30	93.75	6.25	13.33
Asian	13	13	100.00	0.00	46.15	13	100.00	0.00	38.46
Hispanic or Latino	101	97	96.04	3.96	29.9	100	99.01	0.99	25
White	24	23	95.83	4.17	34.78	24	100.00	0.00	25
Socioeconomically Disadvantaged	176	172	97.73	2.27	29.07	173	98.30	1.70	24.28
English Learners	89	85	95.51	4.49	25.88	89	100.00	0.00	21.35
Students with Disabilities	30	29	96.67	3.33	10.34	29	96.67	3.33	10.34
Homeless	28	27	96.43	3.57	22.22	28	100.00	0.00	14.29

Note: ELA and Mathematics 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.

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 2018-19)

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			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.2%	25.9%	1.9%

**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 school site.

Parent Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational programs here at Babcock. The Parent Teacher Association (PTA) is very active and plays a major roll in fundraising and special activities. We also have an active School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parents are encouraged to volunteer in their children's classrooms and to take advantage of our Parent Resource Room. We also have Family Nights in addition to the traditional Back-to-School Night, Parent Conference week, and Open House.

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.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	5.64	10.16	11.70	0.00	0.00	0.00
District	7.10	6.89	6.10	0.03	0.13	0.10
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in August 2019.

Key elements of the Safety Plan focus on the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the 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 school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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. Access to the internet and public locations is generally on a first-come first serve-basis. Other restrictions may include the hours of operation, the length of time at a workstation (depending on availability), the type of software program available on a workstation, and the ability to print documents. Visit www.saclibrary.org for more information and directions to the nearest branch.

Library Information

Babcock Elementary School's library is stocked with hundreds of supplemental and recreational reading books that are available for students and parents to check out, and is staffed by a library technician. Library materials are selected to complement the Houghton Mifflin Journeys Reading program and other curricular areas, including multicultural education and character building.

Student Recognition

Babcock Elementary School's comprehensive student recognition program contributes to the positive environment of the school, and includes classroom and school-wide awards:

- Trimester award ceremonies (medals and ribbons are presented to students who perform well on the CAASPP test at the 1st awards assemble)
- "Party in the Park" is held several times a year in the park adjacent to our school for students with excellent behavior.

Homework

At Babcock Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote 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.

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		
17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level											
K	18	19	16	2	1	4	2	3	-	-	-
1	23	28	27	-	-	-	2	2	2	-	-
2	19	22	27	1	-	-	2	2	2	-	-
3	29	24	15	-	-	3	2	2	-	-	-
4	30	28	23	-	-	-	2	2	2	-	-
5	29	25	30	-	-	-	2	2	2	-	-
6	21	27	18	1	-	1	1	2	2	-	-
Other	11	10	10	2	2	1	-	-	-	-	-

Staff Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 their participation in conferences and after school workshops throughout the year. In the 2018-2019 school year, Twin Rivers Unified School District offered 3 to 4 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 early release days. Professional development sessions were focused on high quality first instruction, 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. During the Fall of the 2018-2019 school year, the district also supported over 150 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

School Leadership

Leadership at Babcock Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by the site principal, Travis Burke.

The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable teachers to adjust their teaching to the unique needs of every class.

Leadership opportunities include:

- School Site Council
- Leadership Team
- Student Study Team
- K-Kids Club
- English Learner Advisory Committee

The Babcock School Site Council is a committee of parents and staff that reviews the entire school program on an annual basis. This group leads the school in efforts to provide the best program for students. The Leadership Team is the primary body assigned to developing, refining, and implementing the school plan. This team is responsible for planning and monitoring the effectiveness of the school curriculum. Other staff leadership teams at Babcock Elementary School include the Safety Committee, the Categorical Program Resource Team, Grade Level Facilitators, and the Curriculum Committee.

Counseling & Support Staff (School Year 2018-19)

In addition to academics, the staff 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 on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart displays a list of support services that are offered to students at the school. Please 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
Instructional Assistant	1	0.50
Library Media Services Staff (Paraprofessional)	1	0.375
Nurse	1	0.25
Psychologist	1	0.40
Resource Specialist Program (RSP) Teacher	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language/Hearing Specialist	2	1.20

Curriculum Development

All curriculum development at Babcock Elementary School revolves around the California State Content Standards and Frameworks. Teachers 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. Special curriculum utilized at Babcock Elementary School include:

- After-School Tutoring Program
- CSU Sacramento Tutors
- Health Services/Instruction
- Before/After School Child Care programs
- Reading Partners Tutors

School Site Teacher Salaries (Fiscal Year 2017-18)

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	\$62,615
District	\$76,166
Percentage of Variation	-17.8%
School & State	
All Unified School Districts	\$82,403
Percentage of Variation	-24%

Teacher & Administrative Salaries (Fiscal Year 2017-18)

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 2017-18		
	District	State
Beginning Teachers	\$47,224	\$48,612
Mid-Range Teachers	\$70,945	\$74,676
Highest Teachers	\$97,783	\$99,791
Elementary School Principals	\$115,561	\$125,830
Middle School Principals	\$121,781	\$131,167
High School Principals	\$128,904	\$144,822
Superintendent	\$304,312	\$275,796
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	34.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2017-18)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. The California Department of Education issued guidance to LEAs in August 2018 regarding how to calculate school level per pupil expenditures.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,583
From Supplemental/Restricted Sources	\$2,384
From Basic/Unrestricted Sources	\$5,198
District	
From Basic/Unrestricted Sources	\$6,971
Percentage of Variation between School & District	-25.4%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-30.8%

District Revenue Sources (Fiscal Year 2018-19)

Based on 2018-19 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:

- After School Education & Safety
- Ag Incentive Grant
- CA CareerPathways Trust
- CA Partnership Academies
- CAAP College Going Culture
- Carl Perkins
- Career Tech Ed Incentive Grant
- College Readiness Block Grant
- Educator Effectiveness
- Generation Green Program
- Gifted and Talented Education
- Head Start
- Medi-Cal
- Pupil Retention Block Grant
- ROTC
- Special Education
- State Lottery
- Title I
- Title II
- Title III