



Twin Rivers Unified School District

Del Paso Heights Elementary School

CDS Code: 34-76505-6032932

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 2012-13 School Accountability Report Card

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Principal's Message

One of my most important goals is to keep you informed about activities, news and happenings at our school. You can look forward to newsletters, family nights, phone calls and parent-teacher conferences throughout the school year. If at any time you feel you are not receiving news from school in a timely manner, please contact the office.

Parents are always welcome at school. There are many ways for you to be involved in your children's education. Volunteering in a classroom, being a member of the School Site Council, and helping teachers with projects are just a few ways you can become involved. Your presence on campus promotes a feeling of community and family that will only strengthen our efforts. As students see parents and teachers working together, they come to better understand the meaning of teamwork.

District & School Profile

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.

Del Paso Elementary School had a beginning enrollment of 484 students in grades K through six for the 2012-13 school year. Student demographics are illustrated in the chart.

Enrollment by Student Group	
2012-13	
	Percentage
African American	16.7%
American Indian	0.8%
Asian	32.6%
Filipino	0.4%
Hispanic or Latino	31.0%
Pacific Islander	4.5%
White	8.1%
Two or More	4.3%
None Reported	1.4%
English Learners	48.1%
Socioeconomically Disadvantaged	87.4%
Students with Disabilities	10.5%

Discipline & Climate for Learning

Del Paso Heights Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Del Paso Heights Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Del Paso Heights Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies throughout the school year by way of the student/parent handbook, Back-to-School Night, the school and district websites, and at School Site Council meetings.

The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	80	100	149	6641	5588	5607
Suspension Rate	16.7%	19.3%	30.8%	21.0%	17.7%	17.8%
Expulsions	0	0	0	26	18	12
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%

Recognition Programs

A well-developed student recognition program contributes to the positive environment of the school. Student body assemblies are held each trimester to recognize students who exhibit positive behavior and academic achievement. The school also sponsors Family Nights and a Back-to-School Night. Students always have the chance to win "WOW" tickets for positive behavior and academic achievement. Individual classroom teachers provide students with incentives and awards as well.

Extracurricular Activities

Del Paso Heights Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Del Paso Heights Elementary included the After School Start Program, an enrichment program, and GATE. In the month May, the school hosts a multi-cultural dance festival to celebrate the diversity of the student body and the community.

Homework

At Del Paso Heights 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. Intervention/tutoring programs are offered after school for students who demonstrate a need for additional assistance.

School Enrollment & 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 Del Paso Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

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

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

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

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
K	53	67	51
1st	72	71	83
2nd	78	81	65
3rd	75	76	75
4th	73	73	72
5th	65	84	68
6th	62	66	70

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	11	12	13	11	12	13	11	12	13			
By Grade Level												
K	27	22	26	-	1	-	2	2	2	-	-	-
1	28	24	28	-	-	-	3	3	3	-	-	-
2	23	27	22	1	-	1	2	3	2	-	-	-
3	28	30	25	-	-	1	4	4	2	-	-	-
4	31	30	18	-	-	2	2	2	2	-	-	-
5	33	28	23	-	-	1	1	3	1	1	-	1
6	31	33	18	-	-	2	2	-	-	-	2	2

Counseling & Support Staff (School Year 2012-13)

In addition to academics, the staff at Del Paso Heights 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 on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Del Paso Heights Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.50
Bilingual Paraeducators	3	3.0
Health Assistant	1	0.50
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	1.0
Speech & Language Therapist	1	.40
Student Learning Coach	1	1.0

Del Paso Heights Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD). ELL students may also receive in-class assistance from a Bilingual Aide.

Del Paso Heights Elementary School provides a Special Day Class (SDC) for students in grades four through six with severe disabilities. 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 an 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 identified fourth, fifth, and sixth grade students. Classroom teachers identify students in their classes who have demonstrated the need and ability for more challenging work. Teachers create a plan based on areas of Language Arts and Mathematical needs of their high achieving students which they share with parents and the school administration.

Curriculum Development

Del Paso Heights Elementary School provides a balanced, comprehensive, and standards-aligned core curriculum to all students. Using standards aligned curriculum-embedded assessments, teachers plan and implement instruction and make informed modifications to continually improve their craft and advance student learning based on students' needs. Teacher collaboration is part of the school's commitment to academic excellence. Communication between grade levels and within the school community starts at the pre-school level and continues through the articulation of sixth graders into the middle school.

The teaching staff of Del Paso Heights Elementary School meet annually and evaluate both parent and teacher surveys. Twice a year, Del Paso Heights Elementary School hosts a mini-conference. During this scheduled time, test scores are analyzed, instructional materials are evaluated, and instructional techniques are shared.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	17	21	18	1230
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	69

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year.

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

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	1

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 2012-2013 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional development learning communities were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on two district-wide initiatives: Transitioning/Implementation of the Common Core Standards in all content areas and high-yield instructional strategies based on the work done at the Marzano Research Labs (The Art and Science of Teaching Model). These strategies include teaching practices for promoting 21st century skills. For the 2012-2013 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.

Highly Qualified Teachers (School Year 2012-13)

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" no later than the end of the 2006-07 school year. 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 25 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	70.5%	29.5%
High-Poverty Schools in District	70.5%	29.5%
Low-Poverty Schools in District	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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	2004-2005	2010-2011
Year in PI (2013-14)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	98.1%

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

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.

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	40	33	25	40	42	40	54	56	55
Mathematics	52	47	36	41	41	40	49	50	50
Science	27	29	34	41	45	43	57	60	59
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 Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	40	40	43	31
School	25	36	34	*
African American/ Black	20	25	*	*
American Indian	*	*	*	*
Asian	20	42	27	*
Filipino	*	*	*	*
Hispanic or Latino	27	36	44	*
Pacific Islander	*	*	*	*
White	25	29	*	*
Males	18	31	36	*
Females	32	41	32	*
Socioeconomically Disadvantaged	25	35	34	*
English Learners	13	30	24	*
Students with Disabilities	13	13	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Physical Fitness (School Year 2012-13)

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			
2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.5%	23.5%	8.8%

*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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	4	3	1
Similar Schools	6	4	3
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-19	-33	-50
Asian			
Actual API Change	-15	-51	-43
Hispanic or Latino			
Actual API Change	-16	-16	-38
Socioeconomically Disadvantaged			
Actual API Change	-19	-36	-50
English Learners			
Actual API Change	-39	-19	-46

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	325	674	18,160	725	4,655,989	790
Black or African American	57	641	2,700	668	296,463	708
Asian	109	697	1,746	756	406,527	906
Hispanic or Latino	101	669	7,711	713	2,438,951	744
Native Hawaiian/Pacific Islander	18	701	305	700	25,351	774
White	24	606	4,538	764	1,200,127	853
Socioeconomically Disadvantaged	320	674	16,227	716	2,774,640	743
English Learners	169	681	6,661	706	1,482,316	721
Students with Disabilities	36	553	2,462	559	527,476	615

Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		No	
Graduation Rate	N/A		Yes	

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

Instructional Materials (School Year 2013-14)

Twin Rivers Unified held a public hearing on October 1, 2013, 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 2013, 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%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	Mathematics	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
K-6	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056032932Textbooks_1.pdf

Library Information

Del Paso Heights Elementary School's library is stocked with thousands of text, supplemental and recreational reading books that are available for students and parents to check out. Students visit on a regular weekly basis. Computer resources within the computer lab are connected to the Internet so students are able to access resources and information online to improve their research skills.

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.

School Leadership

Leadership at Del Paso Heights Elementary 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 standards. Leadership duties were assumed by Principal Leo Alvarez. Principal Alvarez has 25 years of experience in education with positions as a teacher, assistant principal, and principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities include:

- School Site Council
- School Advisory Committee
- English Learners Advisory Committee
- GATE Advisory Committee

Parent & Community Involvement

Del Paso Heights Elementary School staff members recognize the importance of active parent participation in its programs and efforts. Monthly family nights are held with a variety of student performances, informational presentations, games and food. Parents are encouraged to visit classrooms, volunteer for school committees, and participate in parent/teacher conferences.

Contact Information

Parents who wish to participate in Del Paso Heights Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-3425.

School Facilities & Safety

Del Paso Elementary School was originally constructed in 1939 and underwent a complete modernization in the 1998. The campus is currently comprised of 23 classrooms, a library, a playground, one computer lab, one counseling room, one staff lounge, and a cafeteria.

Del Paso Elementary employs campus supervisors to monitor students during their lunch break. Teachers and the principal supervise students before school and during regularly scheduled breaks. After school supervision is provided on campus for a fee. The front of the school is designated for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

The safety of students and staff is a primary concern at Del Paso Elementary School. The School Site Safety plan is reviewed in August. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures as well as lockdown procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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 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 2013-14 school year, the district has budgeted \$775,000.00 for the deferred maintenance program. This represents 0.33% of the district's general fund budget.

School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$72,428
District	\$67,766
Percentage of Variation	6.9%
School & State	
All Unified School Districts	\$69,704
Percentage of Variation	3.9%

School Facility Conditions				
Date of Last Inspection: 08/26/2013				
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		Room 31 - the carpet is stained and worn; there is base molding missing in the front of the classroom. Room 32 - the carpet is worn.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Girls restroom next to the office - there is one light out.
Restrooms/Fountains	X			Room 13 - there is a loose faucet.
Safety (Fire Safety, Hazardous Materials)	X			Cafeteria - there is no current inspection on the stage lift.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher & Administrative Salaries (Fiscal Year 2011-12)

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		
2011-12		
	District	State
Beginning Teachers	\$40,000	\$41,462
Mid-Range Teachers	\$54,473	\$66,133
Highest Teachers	\$85,204	\$85,735
Elementary School Principals	\$100,560	\$107,206
Middle School Principals	\$105,080	\$111,641
High School Principals	\$114,809	\$122,628
Superintendent	\$205,358	\$225,176
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	7.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2011-12)

Based on 2011-12 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
- Cal-Safe
- CBET
- Early Mental Health
- English Language Acquisition Program
- Higher Ed. Challenge
- Parent Involvement
- ROP
- Targeted Instruction Improvement Block Grant
- Title III
- Ag. Incentive
- Carl Perkins
- Charter School Fund
- EIA-LEP
- Gifted and Talented Education
- MAA
- Quality Education Investment Act
- School Counselor Program
- Title I
- Title IV
- California Partnership Academy
- Carl Washington Safety Grant
- CPEC-ITQ
- EIA-SCE
- Head Start
- Medi-Cal
- Refugee Assistance Program
- School and Library Improvement Block Grant
- Title II A

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>.

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,679
From Supplemental/Restricted Sources	\$1,399
From Basic/Unrestricted Sources	\$4,280
District	
From Basic/Unrestricted Sources	\$4,666
Percentage of Variation between School & District	-8.3%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-22.7%