



Twin Rivers Unified School District Fairbanks Elementary School

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2007-08 School Accountability Report Card

Kenneth Kolster
Principal



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Principal's Message

The Fairbanks Tigers are on the move! Every student will succeed here! Test scores have steadily improved over the past three years. New curriculum materials, coupled with staff development and training, and an energetic and dedicated staff will ensure continued improvement in test scores and student achievement. Fairbanks Elementary School staff work diligently to improve our school and provide quality instruction designed to meet the needs of all our students. The learning environment is both positive and safe. The principal, teachers, and support staff expect students to do their best and be accountable for their actions. Working together with our families and the community we believe Fairbanks Elementary School can prepare students to readily meet the educational and personal challenges of the years to come.

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. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Fairbanks Elementary School had a beginning enrollment of 403 students in grades kindergarten through six for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	30.5%
American Indian	2.7%
Asian	33.3%
Caucasian	3.7%
Filipino	0.2%
Hispanic or Latino	23.6%
Pacific Islander	4.0%
Multiple or No Response	2.0%

Discipline & Climate for Learning

Fairbanks Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Fairbanks Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school follows the Character Counts! program, integrating the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) throughout all aspects of instruction.

The goal of Fairbanks 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.

Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Suspensions & Expulsions

	School		
	05-06	06-07	07-08
Suspensions	109	65	34
Suspension Rate	25.8%	17.3%	8.4%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	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 have exhibited positive behavior and academic achievement, as well as Perfect Attendance Dinners, and Back To School Nights. Students are also rewarded for reading a book each night at home for the whole month. Individual classroom teachers provide students with incentives and awards as well.

Extracurricular Activities

Fairbanks Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Fairbanks Elementary included the After School Literacy Program, After School English Language Program, START enrichment program, and GATE. Recently, the school held a Black History Oratory Contest to help celebrate the cultural diversity of the student body and the community.

Homework

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

School Attendance & Enrollment

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 Fairbanks 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			
	2005-06	2006-07	2007-08
K	40	42	38
1st	56	61	65
2nd	79	63	62
3rd	66	58	72
4th	62	55	56
5th	53	56	58
6th	66	41	52

Class Size

Fairbanks Elementary School maintained a schoolwide average class size of 20.6 students and a pupil-to-teacher ratio of 17.5:1 for the 2007-08 school year. Students receive additional assistance within their respective classrooms from parent volunteers and certificated and classified staff. Each afternoon is dedicated to small group instruction. 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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	20	20	20	2	2	2	-	-	-	-	-	-
1	17	20	19	3	2	3	-	1	-	-	-	-
2	18	19	18	4	3	3	-	-	-	-	-	-
3	15	18	22	4	3	1	-	-	2	-	-	-
4	31	28	28	-	-	-	2	2	2	-	-	-
5	27	28	29	-	-	-	2	2	2	-	-	-
6	22	21	26	-	1	-	3	1	2	-	-	-
3-4	-	-	9	-	-	1	-	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Fairbanks Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	67%	100%
2	100%	100%	100%
3	100%	100%	33%

Curriculum Development

Fairbanks 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 at Fairbanks Elementary School meet annually and evaluate both parent and teacher surveys. Twice yearly, Fairbanks Elementary School attends a mini-conference. During this scheduled time, test scores are analyzed, instructional materials are evaluated, and instructional techniques are shared. There have been no recent changes to the curriculum at Fairbanks Elementary School.



Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	Mathematics	McGraw-Hill	2001	Yes	0.0%
K-6	Reading Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-6	Science	McGraw-Hill	2007	Yes	0.0%
K-5	Social Science/History	Pearson Scott Foresman	2006	Yes	0.0%
6th	Social Science/History	Pearson/Prentice Hall	2006	Yes	0.0%

Computer Resources

Students receive computer-assisted instruction on a regular schedule. Each classroom has a minimum of four computers, all of which are Internet-connected. Fairbanks Elementary School has a computer lab, staffed by a computer technician, with approximately 30 workstations. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities.

Computer Resources

	05-06	06-07	07-08
Computers	69	118	150
Students per computer	6.1	3.2	2.7
Classrooms connected to Internet	21	21	20

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.

Counseling & Support Staff

In addition to academics, the staff at Fairbanks 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 counselor to pupil ratio is 1:403.

The chart lists support staff that are available to all students at Fairbanks Elementary School. In addition, an Occupational Therapist is also available to students on an as-needed basis.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Instructional Assistant	1	1.0
Counselor	1	1.0
Health Aide	1	0.8
Intervention Teacher	1	1.0
Librarian/library media aide	1	0.6
Music Teacher	1	0.25
Psychologist	1	0.4
Reaching Coach	2	2.0
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.4

Fairbanks 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.

Fairbanks Elementary School provides two Special Day Classes (SDC) for students in grades one 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 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 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 the needs of their high achieving students which they share with parents and the school administration. Math Engineering Science Activities (MESA) are also available after school for students in grades three through six.

Physical Fitness

In the spring of each year, Fairbanks Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. 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). During the 2007-08 school year, 1.7% of fifth grade students were in the HFZ.

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district. For results on course specific tests, please see <http://star.cde.ca.gov>.**

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts															Math															Science				
	2			3			4			5			6			2			3			4			5			6			5				
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07
	All Students																																		
School	19	18	17	5	16	8	18	17	29	26	11	11	18	35	12	19	19	18	19	38	23	36	31	49	30	28	31	29	40	23	8	6	10		
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46		
	Males																																		
School	20	18	19	3	13	7	17	16	35	15	11	8	19	13	17	20	15	19	22	43	21	38	34	56	20	33	32	26	20	31	10	11	14		
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48		
	Females																																		
School	18	16	14	8	19	11	19	17	22	33	11	17	18	46	7	15	31	25	35	26	41	37	22	29	36	50	14	7	0	4					
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45		
	Socioeconomically Disadvantaged																																		
School	19	17	17	5	16	9	18	17	30	26	12	11	19	37	13	19	19	18	19	38	23	37	33	49	30	29	31	31	41	23	8	6	10		
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32		
	African American																																		
School	38	17	9	10	29	9	6	0	29	24	7	5	16	25	0	23	4	9	14	29	17	19	11	33	18	7	10	20	25	8	6	0	5		
State	38	39	39	27	27	28	37	39	43	30	32	35	29	29	33	44	44	44	41	42	46	38	41	46	31	32	36	23	24	26	18	22	33		
	Asian																																		
School	7	6	27	0	0	4	11	11	30	25	8	10	24	42	4	21	22	32	19	45	22	48	61	57	35	40	55	48	53	22	0	4	5		
State	70	73	74	59	60	61	73	73	77	67	68	72	66	67	71	81	81	82	82	82	84	81	83	86	76	77	78	72	72	75	54	60	69		
	Hispanic or Latino																																		
School	8	13	*	7	25	13	*	23	25	*	*	13	*	*	27	15	19	*	21	33	25	*	31	50	*	*	27	*	*	45	*	*	20		
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32		
	Students with Disabilities																																		
School	8	0	*	0	*	0	*	*	*	*	*	*	*	*	*	8	9	*	8	*	9	*	*	*	*	*	*	*	*	*	*	*	*		
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26		
	English Learners																																		
School	13	14	27	3	7	6	17	14	25	21	8	14	21	18	4	22	19	23	23	50	23	50	43	54	33	44	48	42	18	24	0	8	10		
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17		

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

Federal Intervention Program

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. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Programs

	School
Program Improvement (PI) Status	In PI
First Year in PI	1998-1999
Year in PI (2008-09)	Year 5
# of Schools Currently in PI	-
% of Schools Identified for PI	-

Adequate Yearly Progress

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. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

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

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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	1	1	1	
Similar Schools Rank	1	2	1	
All Students				
Actual Growth	56	0	-7	644
Socioeconomically Disadvantaged				
Actual Growth	62	2	-11	643
African American				
Actual Growth	112	-40	-3	593
Asian				
Actual Growth	41	0	2	660
Hispanic or Latino				
Actual Growth	-	-	-21	668
English Learners				
Actual Growth	39	11	-5	661

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Fairbanks Elementary had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

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.

Teacher Credential Status			
	School		
	05-06	06-07	07-08
Fully Credentialed	23	22	23
Without Full Credentials	1	0	0
Working Outside Subject	0	0	0

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	1

Highly Qualified Teachers

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. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

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%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to 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 the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Fairbanks Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past three years, leadership duties were assumed by Principal Kenneth Kolster. Principal Kolster has fourteen years of experience in education with positions as a 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 for leadership include:

- Site Leadership Team
- School Site Council
- English Learners Advisory Council
- Student Council

School Facilities & Safety

Fairbanks Elementary School was originally constructed in 1959 and underwent a complete modernization in 1994. The campus is currently comprised of 19 classrooms, a library, a playground, one computer lab, three Special Education rooms, one counseling room, one staff lounge, and a cafeteria.

The safety of students and staff is a primary concern of Fairbanks Elementary School. The School Site Safety plan is evaluated and revised annually each fall by administrators, and members of the School Site Council; the revisions are then shared with the entire staff.

Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, as well as lockdown and evacuation procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All rooms with student access have posted a card outlining school safety procedures for fire, evacuation and stay put procedures.

Fairbanks Elementary School employs noon duty supervisors to monitor students during their lunch break. Teachers and the principal supervise students before school and during regularly scheduled breaks. 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 table shows the results of the most recent school facilities inspection (as of January 2009). 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: 08/21/2008

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process and Schedule

Currently all schools are on a daily 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. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

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. Three full-time and custodians 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 (January 2009), 100% of latrines 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 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

Parent & Community Involvement

Fairbanks Elementary School staff members recognize the importance of active parent participation in its programs and efforts. 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 Fairbanks Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 643-8640.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Average Teacher Salaries	
School	
School	\$52,148
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	17.82%

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2006-07 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. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant
- School and Library Improvement Block Grant
- Gifted and Talented Education
- High Priority School Grant
- After-School Intervention
- School Counselor Program
- English Language Resource Program
- Parent Outreach Workers
- Discretionary Block Grant
- Parent Involvement
- PE Block Grant
- Charter School Fund
- State Compensatory Education
- Comprehensive Student Support
- Quality Education Investment Act
- Title I
- EIA-LEP
- EIA-SCE
- SIP
- Head Start
- State Lottery
- Title IV
- ELAP
- Healthy Start
- Medi-Cal
- Neil Soto Grant
- Reading First

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,097
From Restricted Sources	\$3,443
From Unrestricted Sources	\$4,654
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	12.19%

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.