



# Twin Rivers Unified School District Fairbanks Elementary School

CDS Code: 34-76505-6032940

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2013-14 School Accountability Report Card

Janis Wade

Principal

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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 multicultural events, family nights, parent-teacher conferences and phone calls throughout the year. If at any time 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 or PTA, and helping teachers and staff with projects are just a few ways you can become involved. As students see parents and teachers working together, they come to understand the meaning of teamwork and collaboration.

## SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## Mission Statement

Our mission is to guide and encourage students to be life long learners both academically and socially with the ability to apply those skills in a positive way to become contributing members of our society.

## District & School Profile (School Year 2014-15)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Fairbanks Elementary School had a beginning enrollment of 403 students in grades kindergarten through six for the 2013-14 school year. Student demographics are illustrated in the chart.

## Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	27.8%
American Indian	2.0%
Asian	22.6%
Filipino	0.5%
Hispanic or Latino	32.3%
Pacific Islander	3.0%
White	2.7%
Two or More	5.0%
None Reported	4.2%
English Learners	36.0%
Socioeconomically Disadvantaged	98.0%
Students with Disabilities	14.1%

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

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at 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

	2011-12	2012-13	2013-14
K	40	41	39
1st	61	61	61
2nd	54	63	57
3rd	66	62	59
4th	51	59	67
5th	67	64	58
6th	63	71	62

## A. Conditions of Learning

### State Priority: Basic

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

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

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

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



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

### NCLB Compliant Teachers

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

## Teacher Assignment

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

### Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	24	24	22	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	0	0	0	53

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Misassignments/Vacancies

	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	1	0

## Instructional Materials (School Year 2014-15)

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

The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
K-6	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/34765056032940Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/34765056032940Textbooks_1.pdf)

### School Facilities & Safety (School Year 2014-15)

Fairbanks Elementary School was originally constructed in 1959 and underwent a complete modernization in 1994. The campus is currently comprised of 20 classrooms, a library, one computer lab, two Special Education rooms, one counseling room, one staff lounge, and a cafeteria.

#### 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 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/19/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			Room 25 - there is graffiti on the back window.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical			X	Cafeteria/Kitchen - the power strips going onto the stage are daisy chained; Room 17/Library - there are two lights out; Room 22 - there is one light out; Room 25 - an extension cord is a trip hazard.
Restrooms/Fountains		X		Boys Restroom Near Room 5 - there is one loose/broken faucet; Girls Restroom Near Room 5 - there is one faucet with a continuous drip. Room 13 - the drinking fountain has too much water pressure; Room 16/Computer Lab - there is a clogged drinking fountain on the playground. There are two drinking fountains with too much water pressure on the playground;
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### B. Pupil Outcomes

#### State Priority: Pupil Achievement

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

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

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	29	30	17	46	44	48	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	17
Males	18
Females	16
African American/Black	8
American Indian	*
Asian	*
Filipino	*
Hispanic	22
Pacific Islander	*
White	*
Socioeconomically Disadvantaged	15
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

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

### Physical Fitness (School Year 2013-14)

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

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.2%	-	-

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

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	42	35	37	40	42	40	54	56	55
Mathematics	62	50	54	41	41	40	49	50	50
History/Social Science	*	*	*	29	31	31	48	49	49

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

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>.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

## State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## C. Engagement

### State Priority: Parental Involvement

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

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

### School Safety Plan

The safety of students and staff is a primary concern at 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. 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 a card posted outlining school safety procedures for fire, evacuation, and stay put.

Fairbanks employs noon duty 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 through an ASES grant. The front of the school is designated for student drop-off and pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

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

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. Parent involvement team meets 1st Fridays of the month. Family Reading Friday meets 2nd Friday of the month.

### 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) 566-3435.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Discipline & Climate for Learning

Fairbanks Elementary School believes that meaningful learning must occur in a safe, structured and positive environment. Students at Fairbanks Elementary School are guided by specific principles and classroom expectations that promote respect, cooperation, good decision making and problem-solving. The school teaches the Second Step program integrating skills for learning, empathy, emotion management and problem solving throughout all aspects of instruction.

In order to promote a positive learning environment, comply with the provisions of the safe and violence-free school initiative and counteract the influence of gang culture, the School Site Council (SSC) has established the following School Dress Code Policy:

API School Results			
	2011	2012	2013
Statewide	3	1	2
Similar Schools	7	3	7
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	10	-51	33
Black or African American			
Actual API Change	17	-87	45
Asian			
Actual API Change	47	-38	43
Hispanic or Latino			
Actual API Change	-	-32	23
Socioeconomically Disadvantaged			
Actual API Change	12	-39	27
English Learners			
Actual API Change	15	-23	21

Students will wear pull-over, buttoned, solid blue or white tops. Pants, skirts or shorts are to be dark blue only. Dark blue jeans are acceptable. The expectation of the policy is for all students to adhere to the Dress Code. Parents are expected to support the Dress Code.

The ultimate goal of Fairbanks Elementary School's discipline program is to provide students with opportunities to learn how to take responsibility for their own actions through a system of consistent rewards and consequences for their behavior. Parents are informed of discipline policies throughout the school year by way of the student/parent handbook, Back-to-School Night and the school and district websites.

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.

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

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

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

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	37	45	89	5588	5607	5513
Suspension Rate	9.2%	10.7%	22.1%	17.7%	17.8%	17.7%
Expulsions	0	0	0	18	12	20
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%

### Other SARC Information

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

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

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

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

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	1998-1999	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

### School Leadership

Leadership at Fairbanks 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. Primary leadership duties were assumed by Principal Janis Wade. Staff members and parents participate on various committees that make decisions regarding the direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership opportunities at Fairbanks Elementary include:

- School Site Council
- Student Council
- Site Leadership Team
- English Learners Advisory
- PTA
- Student Safety Patrol

### Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.



## Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
12	13	14	12	13	14	12	13	14	12	13	14	
By Grade Level												
K	20	14	20	2	3	2	-	-	-	-	-	-
1	20	15	15	3	4	4	-	-	-	-	-	-
2	17	13	14	3	5	4	-	-	-	-	-	-
3	17	12	15	4	5	4	-	-	-	-	-	-
4	25	20	17	-	1	2	2	2	2	-	-	-
5	18	13	12	3	3	5	1	2	-	-	-	-
6	16	14	12	4	5	5	-	-	-	-	-	-

## School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$65,093
District	\$68,898
Percentage of Variation	-5.5%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-8%

## Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

## 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.

## 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.

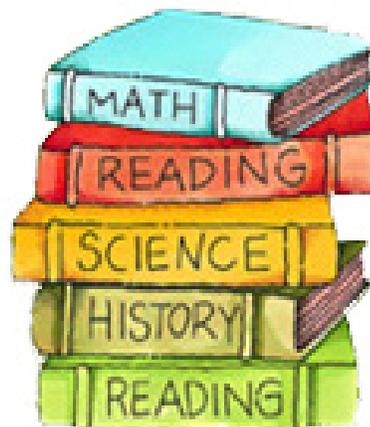
The teaching staff at Fairbanks Elementary School meet annually and evaluate both parent and teacher surveys. Twice yearly, Fairbanks Elementary School attends a mini-conference. During this scheduled time, test scores are analyzed, instructional materials are evaluated, and instructional techniques are shared.

## 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. Individual classroom teachers provide students with incentives and awards as well.

## Vision Statement

In order to be knowledgeable guides to students and colleagues, Fairbanks staff members will be positive role models and willing to learn from others. We will become skilled at engaging children to reach their fullest potential by nurturing a love of reading, encouraging inquisitive minds, and fostering family and community involvement.



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

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 chart lists support staff that are available to all students at Fairbanks Elementary School.

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).

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 one through six.

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
Academic Counselor	1	1.0
Health Assistant	1	0.50
Library Technician	1	0.375
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
SDC Aide	3	2.25
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.50
Student Learning Coach	1	1.0

## 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:

- G.A.T.E.
- MESA
- Masters Programs

## Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

- Targeted Instruction Improvement Block Grant\*\*
- PE Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

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	\$7,866
From Supplemental/Restricted Sources	\$3,349
From Basic/Unrestricted Sources	\$4,517
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	-3.9%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-3.7%