



Janis Wade,
Principal
Janis.Wade@
twinriversusd.org



5115 Dudley Blvd.
McClellan, CA
95652
(916) 566-1600

Steven Martinez, Ed.D.
Superintendent
Steve.Martinez@
twinriversusd.org

Board of Trustees

Linda Fowler, J.D.,
President

Michelle Rivas,
Vice President

Sonja Cameron,
Clerk

Michael Baker

Bob Bastian

Walter Garcia
Kawamoto, Ph.D.

Rebecca Sandoval
Members

www.twinriversusd.org

Twin Rivers Unified School District Fairbanks Elementary School

CDS Code: 34-76505-6032940

227 Fairbanks Avenue, Sacramento, CA 95838
(916) 566-3435

2014-15 School Accountability Report Card Published in 2015-16 School Year

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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.

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.

Mission Statement

We create, encourage and guide life-long learners by developing students' academic, creative and social-emotional skills and strategies. We teach students the ability to apply those skills in a positive way to become contributing members of our society.

Vision Statement

Fairbanks Elementary School is a safe engaging environment where we encourage inquisitive minds in partnership with our families and the community.

District & School Profile (School Year 2015-16)

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.

School Enrollment & Attendance (School Year 2014-15)

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

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students

are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

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

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

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	41	39	41
1st	61	61	38
2nd	63	57	63
3rd	62	59	63
4th	59	67	62
5th	64	58	64
6th	71	62	55

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	27.5%
American Indian or Alaska Native	1.6%
Asian	26.7%
Filipino	1.1%
Hispanic or Latino	32.0%
Native Hawaiian or Pacific Islander	2.9%
White	4.8%
Two or More Races	3.5%
English Learners	37.6%
Socioeconomically Disadvantaged	98.7%
Students with Disabilities	17.3%
Foster Youth	1.9%

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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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
	13-14	14-15	15-16	15-16
Fully Credentialed	24	22	21	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

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

	13-14	14-15	15-16
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	1	0	0



Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, 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%	
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

School Facilities & Safety (School Year 2015-16)

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.

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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 09/16/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Playground - there is one drinking fountain with too much water pressure.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the 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); 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

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	21	26	44
Mathematics (Grades 3-8 and 11)	22	21	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress - Grade 3													
Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	64	62	96.9	44	31	19	6	64	100	23	34	34	6
Male	64	30	46.9	47	30	20	3	31	48.4	19	32	42	3
Female	64	32	50	41	31	19	9	33	51.6	27	36	27	9
Black or African American	64	16	25	44	31	25	0	18	28.1	39	33	22	0
American Indian or Alaska Native	64	4	6.3	--	--	--	--	4	6.3	--	--	--	--
Asian	64	23	35.9	39	30	17	13	23	35.9	13	39	35	13
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	64	14	21.9	43	29	21	7	14	21.9	29	29	36	7
Native Hawaiian or Pacific Islander	64	2	3.1	--	--	--	--	2	3.1	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--	--	--	--
Two or More Races	64	2	3.1	--	--	--	--	2	3.1	--	--	--	--
Socioeconomically Disadvantaged	64	59	92.2	44	32	19	5	61	95.3	25	34	34	5
English Learners	64	16	25	50	44	0	6	16	25	25	50	25	0
Students with Disabilities	64	9	14.1	--	--	--	--	10	15.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	61	58	95.1	55	22	16	7	58	95.1	33	43	21	3
Male	61	26	42.6	54	27	12	8	26	42.6	31	42	19	8
Female	61	32	52.5	56	19	19	6	32	52.5	34	44	22	0
Black or African American	61	15	24.6	53	27	13	7	15	24.6	27	60	13	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	61	15	24.6	67	20	13	0	15	24.6	40	40	20	0
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	61	20	32.8	50	25	15	10	20	32.8	35	35	25	5
Native Hawaiian or Pacific Islander	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
White	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Two or More Races	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Socioeconomically Disadvantaged	61	57	93.4	56	23	14	7	57	93.4	33	44	19	4
English Learners	61	25	41	80	12	8	0	25	41	48	36	16	0
Students with Disabilities	61	14	23	93	0	7	0	14	23	57	43	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	64	63	98.4	63	19	11	6	63	98.4	63	21	10	6
Male	64	31	48.4	68	23	6	3	31	48.4	61	23	10	6
Female	64	32	50	59	16	16	9	32	50	66	19	9	6
Black or African American	64	12	18.8	58	25	8	8	12	18.8	50	42	0	8
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	64	15	23.4	40	27	13	20	15	23.4	47	27	20	7
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	64	23	35.9	70	13	17	0	23	35.9	70	9	13	9
Native Hawaiian or Pacific Islander	64	2	3.1	--	--	--	--	2	3.1	--	--	--	--
White	64	4	6.3	--	--	--	--	4	6.3	--	--	--	--
Two or More Races	64	2	3.1	--	--	--	--	2	3.1	--	--	--	--
Socioeconomically Disadvantaged	64	61	95.3	66	16	11	7	61	95.3	66	18	10	7
English Learners	64	25	39.1	68	20	8	4	25	39.1	76	12	12	0
Students with Disabilities	64	14	21.9	100	0	0	0	14	21.9	93	7	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	59	57	96.6	56	26	12	5	57	96.6	67	25	4	4
Male	59	29	49.2	69	14	14	3	29	49.2	66	28	3	3
Female	59	28	47.5	43	39	11	7	28	47.5	68	21	4	4
Black or African American	59	19	32.2	58	37	5	0	19	32.2	84	11	0	0
American Indian or Alaska Native	59	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Asian	59	10	16.9	--	--	--	--	10	16.9	--	--	--	--
Filipino	59	3	5.1	--	--	--	--	3	5.1	--	--	--	--
Hispanic or Latino	59	20	33.9	60	25	10	5	20	33.9	75	15	5	5
Native Hawaiian or Pacific Islander	59	2	3.4	--	--	--	--	2	3.4	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	59	54	91.5	56	28	11	6	54	91.5	67	26	2	4
English Learners	59	13	22	85	8	8	0	13	22	69	23	8	0
Students with Disabilities	59	12	20.3	92	8	0	0	12	20.3	92	8	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 science (for grades 5, 8, and 10), 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.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	29	17	37	43	47	43	59	60	56

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	43
School	37
African American/Black	58
Asian	38
Hispanic or Latino	42
Males	45
Females	31
Socioeconomically Disadvantaged	34
English Learners	16

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

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.

Physical Fitness (School Year 2014-15)

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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9%	8.1%	-
<i>*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.</i>			

Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2015-16)

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.

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.

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:

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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	5.7%	8.7%	5.3%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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.

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.

Adequate Yearly Progress (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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	1998-99	2010-11
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

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		
13	14	15		13	14	15	13	14	15	13	14	15
By Grade Level												
K	14	20	14	3	2	3	-	-	-	-	-	-
1	19	20	19	3	3	2	-	-	-	-	-	-
2	20	18	15	3	-	-	-	-	-	-	-	-
3	17	19	20	4	-	3	-	-	-	-	-	-
4	20	20	17	-	-	-	2	2	-	-	-	-
5	20	16	19	1	4	2	2	-	1	-	-	-
6	15	14	16	5	5	3	-	-	-	-	-	-
Other	-	-	15	-	-	1	-	-	-	-	-	-

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

Counseling & Support Staff (School Year 2014-15)

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. 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.

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.

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 Support Teacher	1	1.0

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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

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.

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.

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

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.

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$73,712
District	\$71,162
Percentage of Variation	3.6%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	1%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

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	\$8,453
From Supplemental/Restricted Sources	\$3,703
From Basic/Unrestricted Sources	\$4,750
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	-8.7%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-11.2%

District Revenue Sources (Fiscal Year 14-15)

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

