



Twin Rivers Unified School District Fairbanks Elementary School

CDS Code: 34-76505-6032940

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2015-16 School Accountability Report Card Published in 2016-17 School Year

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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 school-wide activities, news and events 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 Parent Involvement Team, 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 2016-17)

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.

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	
2015-16	
	Percentage
Black or African American	22.0%
American Indian or Alaska Native	1.0%
Asian	28.0%
Filipino	0.7%
Hispanic or Latino	30.9%
Native Hawaiian or Pacific Islander	4.0%
White	6.9%
Two or More Races	3.5%
EL Students	43.3%
Socioeconomically Disadvantaged	94.3%
Students with Disabilities	18.8%
Foster Youth	-

School Enrollment & Attendance (School Year 2015-16)

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.

Fairbanks Elementary School had a beginning enrollment of 404 students in grades kindergarten through six for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	39	41	45
1st	61	38	53
2nd	57	63	47
3rd	59	63	65
4th	67	62	75
5th	58	64	63
6th	62	55	56

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 2016-17)

Federal law 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.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	91.3%	8.7%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	22	21	20	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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 2016-17)

Fairbanks Elementary School was originally constructed in 1961 and underwent a complete modernization in 1994. The campus is currently comprised of 20 classrooms, a library, a lab, three Special Education rooms, one preschool room, 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.

School Facility Conditions				
Date of Last Inspection: 08/19/2016				
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		Boys restroom in the cafeteria - dirty grout at the entryway; Cafeteria - the baseboard needs to be replaced; Room 4 - there is a baseboard missing.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains			X	Boys Restroom in the Cafeteria - there is damaged and chipped porcelain on the urinals; Girls Restroom in the Cafeteria - there is dirty grout at the entryway; Room 1, Kindergarten - the restroom linoleum needs to be replaced; Room 2, Kindergarten - the girls restroom has a warped baseboard. Room 17, Library and Computer Lab - the sink and the surface around it are dirty.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	21	19	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	23	14	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	17	37	31	47	43	40	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
Male	38	34	89.47	35.29
Female	31	30	96.77	26.67
Black or African American	20	19	95	21.05
Asian	14	14	100	42.86
Hispanic or Latino	23	20	86.96	40
Socioeconomically Disadvantaged	68	63	92.65	30.16
English Learners	27	26	96.3	23.08
Students with Disabilities	23	23	100	17.39

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	71	66	92.96	19.7	66	92.96	27.27
Male	36	33	91.67	6.06	33	91.67	21.21
Female	35	33	94.29	33.33	33	94.29	33.33
Black or African American	19	17	89.47	--	17	89.47	23.53
Asian	18	17	94.44	35.29	17	94.44	35.29
Hispanic or Latino	22	21	95.45	14.29	21	95.45	19.05
Socioeconomically Disadvantaged	67	63	94.03	17.46	63	94.03	25.4
English Learners	32	30	93.75	26.67	30	93.75	30
Students with Disabilities	16	15	93.75	6.67	15	93.75	20

California Assessment of Student Performance and Progress - Grade 4							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	72	71	98.61	16.9	71	97.26	9.86
Male	31	31	100	16.13	31	96.88	12.9
Female	41	40	97.56	17.5	40	97.56	7.5
Black or African American	15	15	100	--	15	93.75	--
Asian	23	23	100	30.43	23	100	30.43
Hispanic or Latino	21	20	95.24	20	20	95.24	--
Socioeconomically Disadvantaged	68	67	98.53	14.93	67	97.1	7.46
English Learners	28	28	100	10.71	28	100	3.57
Students with Disabilities	20	20	100	--	20	100	--

California Assessment of Student Performance and Progress - Grade 5							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	69	65	94.2	20	66	95.65	10.77
Male	38	35	92.11	20	36	94.74	17.14
Female	31	30	96.77	20	30	96.77	3.33
Black or African American	20	20	100	15	20	100	--
Asian	14	14	100	7.14	14	100	14.29
Hispanic or Latino	23	20	86.96	30	21	91.3	14.29
Socioeconomically Disadvantaged	68	64	94.12	20.31	65	95.59	10.94
English Learners	27	26	96.3	3.85	27	100	--
Students with Disabilities	23	23	100	--	23	100	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	57	54	94.74	20.75	56	98.25	8.93
Male	28	27	96.43	15.38	28	100	7.14
Female	29	27	93.1	25.93	28	96.55	10.71
Black or African American	13	12	92.31	16.67	12	92.31	--
Asian	15	15	100	40	15	100	13.33
Hispanic or Latino	20	18	90	11.11	20	100	15
Socioeconomically Disadvantaged	57	54	94.74	20.75	56	98.25	8.93
English Learners	28	26	92.86	15.38	28	100	3.57
Students with Disabilities	12	12	100	--	12	100	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.2%	18.5%	4.6%

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

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 school site.

Parent & Community Involvement (School Year 2016-17)

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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	9.0%	5.0%	9.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

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.

D. Other SARC Information

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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				
14	15	16	14	15	16	14	15	16	14	15	16	
By Grade Level												
K	20	14	23	2	3	-	-	-	2	-	-	-
1	20	19	27	3	2	-	-	-	2	-	-	-
2	18	15	16	3	4	1	-	-	2	-	-	-
3	19	20	13	3	3	5	-	-	-	-	-	-
4	20	17	19	1	4	2	2	-	2	-	-	-
5	16	19	13	4	2	3	-	1	2	-	-	-
6	14	16	19	5	3	1	-	-	2	-	-	-
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
- Instructional Leadership Team
- PTA
- Student Council
- Student Safety Patrol
- Student Study Leadership Team

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.

Counseling & Support Staff (School Year 2015-16)

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 three 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
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	0.50
RSP Aide	1	0.75
SDC Aide	3	2.25
Special Day Class (SDC) Teacher	3	3.0
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 that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 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

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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		
2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$76,529
District	\$71,399
Percentage of Variation	7.2%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	0.9%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$8,989
From Supplemental/Restricted Sources	\$3,554
From Basic/Unrestricted Sources	\$5,435
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-5.6%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-4.3%

District Revenue Sources (Fiscal Year 2015-16)

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**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant