



Twin Rivers Unified School District Garden Valley Elementary School

3601 Larchwood Drive, Sacramento, CA 95834 ♦ (916) 643-8750
2008-09 School Accountability Report Card

Michele Williams
Principal



5115 Dudley Blvd.
Bldg A,
McClellan, CA
95651
(916) 566-1600

Board of Trustees

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Principal's Message

Garden Valley is a professional learning community. Parents are an important part of the community and attend Literacy and English classes on campus. Nurturing and developing a sense of shared community is important and creates an environment geared toward success for all.

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Garden Valley Elementary School had a beginning enrollment of 404 students in grades kindergarten through six for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	19.3%
American Indian	0.2%
Asian	5.9%
Caucasian	6.7%
Filipino	2.0%
Hispanic or Latino	59.4%
Pacific Islander	2.2%
Multiple or No Response	4.2%

Discipline & Climate for Learning

Garden Valley Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Garden Valley Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school follows a Progressive Discipline Model. The goal of Garden Valley Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies throughout the school year by way of the student/parent handbook, monthly bulletins in both English and Spanish, Back-to-School Night, the school and district websites, and in Monday Folder notices.

The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	65	68	22	0	0	10898
Suspension Rate	14.6%	16.6%	5.4%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

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, academic achievement, and Citizenship. As well as Back To School Nights, and Character Trait Trimester Award ceremonies. Individual classroom teachers provide students with incentives and awards as well.

Extracurricular Activities

Garden Valley Elementary School recognizes that extracurricular activities enrich the educational and social development experiences of students. Extracurricular activities offered at Garden Valley Elementary School include the Student Leaders, an Extended Day program, Sacramento START Program, and a mentoring program. Each year the school hosts a Winter Program and Talent Show, as well as a multi-cultural health fair, and celebrates Black History month with "A Day in Africa."

Homework

At Garden Valley Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. Intervention/tutoring programs are offered after school for students who demonstrate a need for additional assistance.

School Attendance & Enrollment

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

	2006-07	2007-08	2008-09
K	60	58	49
1st	72	59	58
2nd	69	63	61
3rd	55	60	57
4th	63	45	60
5th	63	65	57
6th	64	60	62

Class Size

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

Class Size Distribution

	Average Class Size			Classrooms Containing:									
				1-20 Students			21-32 Students			33+ Students			
	07	08	09	07	08	09	07	08	09	07	08	09	
K	21	19	19	1	2	3	2	-	-	-	-	-	-
1	24	20	19	-	3	3	3	-	-	-	-	-	-
2	23	21	21	-	1	-	3	2	2	-	-	-	-
3	19	20	19	2	2	3	1	1	-	-	-	-	-
4	30	22	30	-	1	-	2	1	2	-	-	-	-
5	30	25	22	-	1	1	2	1	1	-	-	-	-
6	30	30	27	-	-	-	2	1	2	-	-	-	-
4-8	-	27	-	-	-	-	-	2	-	-	-	-	-

Class Size Reduction

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

CSR Participation

	2006-07	2007-08	2008-09
K	33%	100%	100%
1	0%	100%	100%
2	0%	33%	0%
3	67%	67%	100%

Curriculum Development

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

The teaching staff of Garden Valley Elementary School meet annually and evaluate both parent and teacher surveys. Grade level teams meet monthly, and academic conferences are held each fall. Twice yearly, test scores are analyzed, instructional materials are evaluated and instructional techniques are shared. Recently, teachers began Project GLAD Strategy Training.

Instructional Materials

Twin Rivers Unified School District held a public hearing in October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All teachers have the opportunity to review the materials. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
K-6	Reading Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-6	Science	MacMillan/McGraw Hill	2007	Yes	0.0%

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.

Parent & Community Involvement

Garden Valley Elementary School staff members recognize the importance of active parent participation in its programs and efforts. Each week the school hosts parenting and literacy classes, as well as monthly family nights, which include a variety of student performances, informational presentations, games and food. Weekly English classes are also provided for parents learning English as a second language. Core Parent Groups meet the first Wednesday of every month and are volunteers in classrooms. Parents are encouraged to visit classrooms, volunteer for school committees and participate in parent/teacher conferences. Garden Valley Elementary School has also partnered with CSU Sacramento and the National University for Student Teaching.

Garden Valley Elementary School receives support from several businesses within the community, including the Sacramento Kings, El Pollo Loco, In-N-Out Burger, Blockbuster Video, and McDonalds.

Counseling & Support Staff

In addition to academics, the staff at Garden Valley Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Garden Valley Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Bilingual Paraeducators	2	2.0
Bilingual Teacher	5	5.0
Health Assistant	1	0.75
Instructional Coach	1	1.0
Intervention Teachers	1	1.0
Nurse	1	0.25
Psychologist	1	0.5
Resource Specialist	1	1.0
RSP Aide	1	0.75
Special Day Class (SDC) Teacher	1	1.0
Special Day Class Aides	2	2.0
Speech and Language Specialist	1	0.5

Garden Valley 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).

Garden Valley Elementary School provides one Special Day Class (SDC) for students in grades four through six with severe disabilities. Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs 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 areas of Language Arts and Mathematical needs of their high achieving students which they share with parents and the school administration. Math Engineering Science Activities (MESA) are also available after school for students in grades three through six.

Contact Information

Parents who wish to participate in Garden Valley Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 643-8750.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.* For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	19	23	26	*	*	38	43	46	50
Mathematics	34	44	39	*	*	35	40	43	46
Science	5	27	20	*	*	34	38	46	50
History/Social Science	*	*	*	*	*	25	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	16	17	8	*
American Indian	*	*	*	*
Asian	56	72	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	39	17	*
Pacific Islander	*	*	*	*
Caucasian	32	47	*	*
Males	24	42	31	*
Females	29	34	10	*
Socioeconomically Disadvantaged	26	39	20	*
English Learners	22	40	14	*
Students with Disabilities	6	12	*	*
Migrant Education	*	*	*	*

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

**National Assessment of Educational Progress
Reading and Mathematics Results for
Students with Disabilities (SD) and/or English Language Learners (ELL)
By Grades 4 & 8 and Participation Rate - All Students**

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Federal Intervention Programs

	School	District
	In PI	Not in PI
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2006-2007	-
Year in PI (2009-10)	Year 4	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

Adequate Yearly Progress

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

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

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Adequate Yearly Progress (AYP)

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



Academic Performance Index

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

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

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	1	1	1	
Similar Schools Rank	2	3	3	
All Students				
Actual Growth	12	34	11	693
Socioeconomically Disadvantaged				
Actual Growth	16	30	11	693
African American				
Actual Growth	53			
Hispanic or Latino				
Actual Growth	2	34	11	693
English Learners				
Actual Growth	12	18	11	703

Physical Fitness

In the spring of each year, Garden Valley Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2008-09 school year, 15.1% of fifth grade students were in the HFZ.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Garden Valley Elementary School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	20	21	20	1489
Without Full Credentials	1	0	0	36
Working Outside Subject	0	0	0	0



Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	07-08	08-09	09-10
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

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

School	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	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Demonstrates Effective Instructional Techniques and Strategies, Establishes and Maintains Suitable Learning Environment, Adherence to District Curricular Objectives, Demonstrates Effective Instructional Techniques and Strategies, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

Teachers and other certificated staff members build teaching skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2008-2009 school year, the Twin Rivers District offered 3 non-student professional development days for elementary teachers and 5 non-student days for secondary teachers. The professional development sessions focused on a broad range of topics including California state core subjects, research-based differentiated teaching strategies, technology and increasing student achievement.

School Leadership

Leadership at Garden Valley is collaborative. The administration works with the many educational leaders on site to make decisions based on data that contribute to the success of all our students. We work hard to sustain our ability to be a Professional Learning Community.

School Facilities & Safety

Garden Valley Elementary School was originally constructed in 1955 and underwent a complete modernization in 1994. The campus is currently comprised of 20 classrooms, a computer lab/library combination, a playground, two Special Education rooms, one counseling room, one staff lounge, and a cafeteria.

The safety of students and staff is a primary concern of Garden Valley Elementary School. The School Site Safety plan is evaluated and revised annually each fall by administrators, and members of the School Site Council; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, as well as lockdown and evacuation procedures.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All rooms with student access have posted a laminated blue card outlining school safety procedures for fire, evacuation and stay put procedures.

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

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 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 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Average Teacher Salaries	
School & District	
School	\$49,985
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

Teacher & Administrative Salaries

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

School Facility Conditions				
Date of Last Inspection: 07/09/2009				
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			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Library - Under construction.
Electrical		X		Admin - Bulbs out. Kindergarten - Bulbs out. Room 9 - Bulbs out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Girls RR - Lights out. Kitchen - Ceiling tile by door cover cord running on floor with mat.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Expenditures & Services Funded

Based on 2007-08 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

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

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Comprehensive Student Support
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- School Counselor Program
- State Lottery
- English Language Acquisition Program
- Title IV
- Parent Involvement
- Title I
- Charter School Fund
- Title III
- Reading First
- State Compensatory Education
- Pupil Retention Block Grant

**Effective 08/09

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,668
From Restricted Sources	\$3,507
From Unrestricted Sources	\$4,161
District	
From Unrestricted Sources	\$4,481
Percentage of Variation between School & District	7.14%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	24.51%

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

