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# Twin Rivers Unified School District Garden Valley Elementary School

CDS Code: 34-76505-6032957

**3601 Larchwood Drive, Sacramento, CA 95834 ♦ (916) 566-3460**  
**2013-14 School Accountability Report Card**

## Principal's Message

Garden Valley is a Professional Learning Community that focuses on our students and their families. Technology as an instructional strategy is a critical part of our learning environment. Our families have a variety of ways to become involved in the school including School Site Council, D.O.G.S. (Dads of really great students), parent participation preschool, and classroom volunteers. We are a family of learners at Garden Valley and create a safe nurturing environment that honors and respects who our students are and where they have come from. We work together to prepare our students for the challenges that they will face in the twenty-first century.

## SARC Information

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

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

## Mission Statement

It is the mission of our school, Garden Valley, to ensure that each child realizes their full potential and becomes a responsible, productive citizen, who is able to use technology effectively. Our students will develop into life long learners who appreciate the multi-cultural society we live in and will be prepared for the challenges that the twenty-first century offers.

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

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools. Garden Valley Elementary School had a beginning enrollment of 419 students in grades kindergarten through six for the 2013-14 school year.

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

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

Enrollment by Student Group	
2013-14	
	Percentage
African American	16.0%
American Indian	0.2%
Asian	5.3%
Filipino	1.4%
Hispanic or Latino	55.1%
Pacific Islander	4.1%
White	6.9%
Two or More	2.9%
None Reported	8.1%
English Learners	46.5%
Socioeconomically Disadvantaged	94.5%
Students with Disabilities	6.4%

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

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at 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			
	2011-12	2012-13	2013-14
K	59	73	74
1st	58	59	63
2nd	51	65	64
3rd	44	58	61
4th	64	43	63
5th	55	69	37
6th	58	53	57

## 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.

### Teacher Assignment

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

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	16	0	15	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	0	0	0	53

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

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

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

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

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

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

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

## School Facilities (School Year 2014-15)

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 staff lounge and a cafeteria.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one part-time custodian ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/26/2014				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Classroom 13 - there is a tear in the wall cover; Classroom 9/ Kindergarten - there is a hole in the ceiling tile.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Boys Restroom by Classroom 22 - the floor is dirty; Girls Restroom by Classroom 22 - the floor is dirty.
Electrical			X	Boys Restroom by Classroom 22 - there is one light out; Classroom 1/Kindergarten - there is low voltage wire mold conduit hanging from the ceiling where the projector was installed; Classroom 10 - there is one light out; Classroom 13 - the light switch cover plate is broken; Classroom K/Kindergarten - there is one light out, and one light diffuser is loose.
Restrooms/Fountains			X	Boys Restroom by Classroom 3 - the faucet is missing the cap; Classroom 9/Kindergarten - the toilet in the girls restroom is dirty; Classroom K/Kindergarten - in the restroom, there are yellow stains on the wall behind the toilet; Girls Restroom by Classroom 22 - the faucet handle is missing the cap.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Girls Restroom by Classroom 22 - the door to the restroom has rust spots on it.

### Instructional Materials (School Year 2014-15)

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



District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
Pre K & K	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2012	Yes	0.0%
K-5	History/ Social Science	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/ Social Science	Prentice Hall	2006	Yes	0.0%
Pre K & K	Mathematics	Learning Plus Assoc.	2012	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
K-6	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

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

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	23	28	32	46	44	48	60	59	60

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

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	32
Males	25
Females	43
Hispanic	24
Socioeconomically Disadvantaged	33

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

### California Standards Test

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	32	33	27	40	42	40	54	56	55
Mathematics	46	42	35	41	41	40	49	50	50
History/Social Science	*	*	*	29	31	31	48	49	49

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

## Academic Performance Index

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

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

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

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

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

API School Results			
	2011	2012	2013
Statewide	2	1	1
Similar Schools	4	2	3
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	27	-15	-43
Hispanic or Latino			
Actual API Change	18	-15	-46
Socioeconomically Disadvantaged			
Actual API Change	28	-12	-44
English Learners			
Actual API Change	18	-6	-43

## 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 2013-14)

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

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.8%	37.8%	18.9%

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

## Engagement

### State Priority: Parental Involvement

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

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

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

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, and McDonalds.

## 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) 566-3460.

## 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

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. Students are expected to come to school in uniform every day. Uniform consists of navy blue bottoms and PLAIN white or navy blue tops. They are encouraged to wear navy blue jackets or hoodies as a part of this uniform dress code. 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 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.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	54	88	61	5588	5607	5513
Suspension Rate	13.9%	21.0%	14.6%	17.7%	17.8%	17.7%
Expulsions	0	0	0	18	12	20
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%

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

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

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



## Other SARC Information

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

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

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

## School Safety Plan

The safety of students is a primary concern at Garden Valley Elementary School. The 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, 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 posted a laminated blue card outlining school safety procedures for fire, evacuation, and stay out.

## Class Size

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

Class Size Distribution												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
12	13	14		12	13	14	12	13	14	12	13	14
By Grade Level												
K	29	15	25	-	3	-	2	2	3	-	-	-
1	29	30	21	-	-	1	2	2	2	-	-	-
2	26	33	21	-	-	1	2	1	2	-	1	-
3	22	29	31	1	-	-	1	2	2	-	-	-
4	32	22	32	-	-	-	2	2	1	-	-	1
5	28	23	19	-	1	2	2	-	-	-	2	-
6	29	27	29	-	-	-	2	2	2	-	-	-

## School Leadership

The School Leadership Team works with the site administrator in a shared process to make decisions based on data that contribute to the continued success of our students. The Leadership Team meets monthly along with the Parent Involvement Team to plan and implement activities that include our families in the learning process.

## Teacher Evaluation & Professional Development

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

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

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

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

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.

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 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.

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
Bilingual Paraeducators	2	2.0
Health Assistant	1	0.50
Library Technician	1	0.375
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Speech and Language Specialist	1	0.27
Student Learning Coach	1	1.0

## Extracurricular Activities

Garden Valley Elementary School recognizes that extracurricular activities enrich the educational program and social development experiences of students. Extracurricular activities offered at Garden Valley Elementary School include extended day tutoring for selected students, Sacramento START Program. Each year the school hosts a Fall Festival, Winter Program, Spring Festival, and Talent Show. Family nights are also scheduled twice a year. Students also participate in the district Spelling and Speech contests.

## 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. Back to School Nights, and Character Trait trimester awards ceremonies are also used to recognize students. Individual classroom teachers provide students with incentives and awards as well.

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

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

Average Teacher Salaries	
School & District	
School	\$67,248
District	\$68,898
Percentage of Variation	-2.4%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-4.9%

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

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

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

## 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 to 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.

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

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

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

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

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,505
From Supplemental/Restricted Sources	\$1,072
From Basic/Unrestricted Sources	\$4,433
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	-5.6%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-5.5%

## Homework

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.

## Vision Statement

We are here to make good things happen for other people.