



# Twin Rivers Unified School District Garden Valley Elementary School

CDS Code: 34-76505-6032957

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

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.

### Mission Statement

It is the mission of our school, Garden Valley Elementary, 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.

### Vision Statement

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

### District & School Profile (School Year 2015-16)

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



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

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	15.0%
American Indian or Alaska Native	0.3%
Asian	6.8%
Filipino	0.9%
Hispanic or Latino	64.4%
Native Hawaiian or Pacific Islander	3.5%
White	6.8%
Two or More Races	2.4%
English Learners	56.8%
Socioeconomically Disadvantaged	97.6%
Students with Disabilities	10.0%
Foster Youth	1.2%

## School Enrollment & Attendance (School Year 2014-15)

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

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

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

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

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	73	74	67
1st	59	63	54
2nd	65	64	52
3rd	58	61	58
4th	43	63	49
5th	69	37	55
6th	53	57	31

## Conditions of Learning

### State Priority: Basic

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

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

## Highly Qualified Teachers (School Year 2015-16)

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

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

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

	Teacher Credential Status			District
	School			
	13-14	14-15	15-16	15-16
Fully Credentialed	0	15	18	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

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

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

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	1	0	0



## Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
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%

## School Facilities & Safety (School Year 2015-16)

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

School Facility Conditions				
Date of Last Inspection: 08/31/2015				
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			
Electrical	X			Classroom 1 (Transitional Kindergarten) - there is one light out.
Restrooms/Fountains	X			Boys Restroom by Playground - the restroom floor is dirty.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

# Pupil Outcomes

## State Priority: Pupil Achievement

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

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

### California Standards Test

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

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	27	32	44	43	47	43	59	60	56

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

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

### California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	43
School	44
Hispanic or Latino	44
Males	30
Females	55
Socioeconomically Disadvantaged	42
English Learners	30

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

### California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

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

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

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

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

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

### California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	28	26	44
Mathematics (Grades 3-8 and 11)	15	21	33

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

**California Assessment of Student Performance and Progress - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	59	58	98.3	38	34	24	3	59	100	51	31	17	2
Male	59	26	44.1	58	23	15	4	27	45.8	56	22	19	4
Female	59	32	54.2	22	44	31	3	32	54.2	47	38	16	0
Black or African American	59	9	15.3	--	--	--	--	9	15.3	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	59	7	11.9	--	--	--	--	7	11.9	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	59	32	54.2	41	28	25	6	33	55.9	52	27	18	3
Native Hawaiian or Pacific Islander	59	2	3.4	--	--	--	--	2	3.4	--	--	--	--
White	59	3	5.1	--	--	--	--	3	5.1	--	--	--	--
Two or More Races	59	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Socioeconomically Disadvantaged	59	50	84.7	42	30	28	0	50	84.7	54	34	12	0
English Learners	59	37	62.7	38	32	27	3	37	62.7	46	32	22	0
Students with Disabilities	59	6	10.2	--	--	--	--	6	10.2	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	49	49	100	53	16	16	14	49	100	39	49	10	2
Male	49	21	42.9	57	19	14	10	21	42.9	24	57	14	5
Female	49	28	57.1	50	14	18	18	28	57.1	50	43	7	0
Black or African American	49	10	20.4	--	--	--	--	10	20.4	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	49	2	4.1	--	--	--	--	2	4.1	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	49	26	53.1	65	19	8	8	26	53.1	54	38	4	4
Native Hawaiian or Pacific Islander	49	3	6.1	--	--	--	--	3	6.1	--	--	--	--
White	49	3	6.1	--	--	--	--	3	6.1	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.9	55	17	15	13	47	95.9	40	49	11	0
English Learners	49	21	42.9	67	19	10	5	21	42.9	48	52	0	0
Students with Disabilities	49	9	18.4	--	--	--	--	9	18.4	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	56	55	98.2	45	18	25	9	56	100	64	20	13	4
Male	56	25	44.6	52	24	12	8	25	44.6	72	12	8	8
Female	56	30	53.6	40	13	37	10	31	55.4	58	26	16	0
Black or African American	56	12	21.4	67	17	17	0	12	21.4	92	8	0	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	56	3	5.4	--	--	--	--	3	5.4	--	--	--	--
Filipino	56	1	1.8	--	--	--	--	1	1.8	--	--	--	--
Hispanic or Latino	56	32	57.1	47	13	28	13	33	58.9	61	24	12	3
Native Hawaiian or Pacific Islander	56	1	1.8	--	--	--	--	1	1.8	--	--	--	--
White	56	1	1.8	--	--	--	--	1	1.8	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	56	49	87.5	45	18	27	8	50	89.3	62	22	14	2
English Learners	56	22	39.3	59	23	14	0	23	41.1	74	17	9	0
Students with Disabilities	56	6	10.7	--	--	--	--	6	10.7	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	30	30	100	57	30	13	0	30	100	57	30	10	3
Male	30	16	53.3	56	31	13	0	16	53.3	56	25	13	6
Female	30	14	46.7	57	29	14	0	14	46.7	57	36	7	0
Black or African American	30	3	10	--	--	--	--	3	10	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	30	4	13.3	--	--	--	--	4	13.3	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	30	15	50	67	27	7	0	15	50	67	27	0	7
Native Hawaiian or Pacific Islander	30	1	3.3	--	--	--	--	1	3.3	--	--	--	--
White	30	2	6.7	--	--	--	--	2	6.7	--	--	--	--
Two or More Races	30	1	3.3	--	--	--	--	1	3.3	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.3	57	32	11	0	28	93.3	57	29	11	4
English Learners	30	10	33.3	--	--	--	--	10	33.3	--	--	--	--
Students with Disabilities	30	4	13.3	--	--	--	--	4	13.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

## State Priority: Other Pupil Achievement

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

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

## Physical Fitness (School Year 2014-15)

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

### Percentage of Students in Healthy Fitness Zone 2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.9%	21.4%	25.0%

*\*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 school site.

## Parent & Community Involvement (School Year 2015-16)

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

	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	8.6%	7.2%	3.8%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

## Safe School Plan (School Year 2015-16)

The safety of students 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.

## Other SARC Information

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

## Adequate Yearly Progress (School Year 2014-15)

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

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



There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

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

### Federal Intervention Program (School Year 2015-16)

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-07	2010-11
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

### Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	23	25	22	1	-	-	2	3	3	-	-	-
1	-	27	27	-	-	-	-	2	2	-	-	-
2	33	24	26	-	-	-	1	2	2	-	-	-
3	29	31	19	-	-	2	2	2	1	-	-	-
4	22	32	25	-	-	-	2	1	2	-	1	-
5	34	19	28	-	2	-	-	-	2	2	-	-
6	27	29	31	-	-	-	2	2	1	-	-	-
Other	31	-	-	-	-	-	-	-	-	-	-	-

### 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.

### 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.



## Counseling & Support Staff (School Year 2014-15)

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

## Teacher Evaluation & Professional Development

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

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

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

## Curriculum Development

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.

## 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.

## 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.

## School Site Teacher Salaries (Fiscal Year 2013-14)

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

Average Teacher Salaries	
School & District	
School	\$70,622
District	\$71,162
Percentage of Variation	-0.8%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-3.2%

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

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

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

## Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,033
From Supplemental/Restricted Sources	\$1,102
From Basic/Unrestricted Sources	\$4,931
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	-5.2%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-7.8%

## District Revenue Sources (Fiscal Year 14-15)

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

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

