



**Betty von Werlhof**  
Principal



3200 Howard St.  
Bldg #354,  
McClellan, CA  
95652  
(916) 566-1600

**Board of Trustees**

- Janis Green
- Michelle Rivas
- Alecia Eugene Chasten
- Bob Bastian
- Cortez Quinn
- Roger Westrup
- Linda Fowler
  
- Frank Porter  
Superintendent

# Twin Rivers Unified School District D. W. Babcock Elementary School

2400 Cormorant Way, Sacramento, CA 95815 ♦ (916) 263-8322  
2007-08 School Accountability Report Card

## Principal's Message

Welcome to D.W. Babcock Elementary School! This report will provide you, parents, and community members with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our school through the information provided.

Babcock Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students and staff with rich cultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to ensure success for all students.

We have made a commitment to provide the best educational program possible for our students. The strength and quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Babcock School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work, together, our students will be challenged to reach their maximum potential.

## School Mission Statement

It is the mission of Babcock Elementary to inspire all students to extraordinary achievement every day.

## 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. Starting 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.

Babcock School had a beginning enrollment of 478 students in grades kindergarten through sixth for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	24.9%
American Indian	2.1%
Asian	4.2%
Caucasian	18.2%
Filipino	0.8%
Hispanic or Latino	47.3%
Pacific Islander	1.3%
Multiple or No Response	1.3%

## Discipline & Climate for Learning

Students at Babcock Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy, "Be Safe, Be Respectful, Be Responsible," promotes a safe school and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Babcock 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.

"Wildcat Cash," "AAA Bucks" for attendance, achievement, and attitude, and a Student Store provide additional incentives for positive behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. The wearing of student uniforms contributes to the school's learning environment, and helps remove distractions that may deter students from focusing on class work.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted. **Since the district opened in the 2008-09 school year there is no district data reported for 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		
	05-06	06-07	07-08
Suspensions	31	51	78
Suspension Rate	6.3%	10.3%	16.3%
Expulsions	1	3	0
Expulsion Rate	0.2%	0.6%	0.0%

## Recognition Programs

Babcock Elementary School's comprehensive student recognition program contributes to the positive environment of the school, and includes classroom and school-wide awards. Assemblies are held each trimester to recognize students for Honor Roll and to give out classroom awards in Math, Reading, Language, and Attitude. Students are also awarded medals when they score proficient or advanced on the STAR test in both Language Arts & Math. Students exhibiting positive behavior at school receive a "Babcock's Best" card. Students can turn in their card to become eligible for weekly and/or monthly drawings. Prizes range from small novelties to lunch out with the principal.

## Extracurricular Activities

Babcock Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities include: Student Council (3rd-6th grade), Soccer, Girl Scouts, and After School Enrichment.

## Homework

At Babcock 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. An after-school tutoring program is available at Babcock Elementary School for students who are performing below grade level.

## 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 Babcock Elementary School. 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, and makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Senate Bill 65 established a new school-level position, known as the Outreach Consultant, to reduce school dropout rates by promoting school success of at-risk students. This individual coordinates school and community resources to meet the needs of high-risk students at the school. Babcock Elementary School encourages regular attendance by giving out periodic awards for perfect attendance, treating classrooms to parties, and conducting raffles for students showing good or improving attendance habits.

Students are referred to the North Sacramento School District's 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. The SARB is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance or behavior problems.

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

### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	76	78	57
1st	77	82	86
2nd	74	69	73
3rd	67	71	80
4th	63	63	65
5th	75	62	58
6th	57	68	58

## Class Size

Babcock Elementary School maintained a schoolwide average class size of 21.1 students and a pupil-to-teacher ratio of 19.9 for the 2007-08 school year. 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	19	20	18	3	4	3	-	-	-	-	-	-
1	19	19	20	4	4	4	-	-	-	-	-	-
2	15	18	18	3	3	4	-	-	-	-	-	-
3	20	20	19	2	2	4	-	-	-	-	-	-
4	23	28	28	1	-	-	1	1	2	-	-	-
5	22	27	26	1	-	-	2	1	2	-	-	-
6	19	28	27	1	-	-	2	2	2	-	-	-
K-3	-	20	-	-	1	-	-	-	-	-	-	-
3-4	-	24	-	-	-	-	-	1	-	-	-	-
4-8	-	28	-	-	-	-	-	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. Babcock Elementary 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

	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Curriculum Development

All curriculum development at Babcock Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results and research. The construction and implementation of the curriculum is an on-going process.

Special curricula utilized at Babcock Elementary School include:

- After-School Tutoring program
- CSU Sacramento Tutors
- Health Services/Instruction
- Loretto High School Tutors
- Before/After School Child Care programs

## Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, 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 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	English/ Language Arts	Open Court	2002	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2002	Yes	0.0%
4th-5th	Science	Harcourt Brace	2004	Yes	0.0%
6th	Science	McGraw- Hill	2004	Yes	0.0%
K-3	Science	Open Court	2004	Yes	0.0%
6th	Social Science/ History	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

## Library Information

Babcock Elementary School's library is stocked with thousands of supplemental and recreational reading books that are available for students and parents to check out, and is staffed by a library technician. Library materials are selected to complement the Open Court Reading program and other curricular areas, including multicultural education and character building.



## Computer Resources

Computer resources within the lab and classrooms are connected to the Internet so students are able to access resources and information online to improve their research skills. Computer skills and concepts are integrated throughout standard curriculum. Software includes programs to develop critical thinking skills, technological skills and academic proficiency. As part of Babcock Elementary School's goal to improve computer literacy, each classroom is equipped with four iMacs and a printer.

Computer Resources			
	05-06	06-07	07-08
Computers	105	104	126
Students per computer	4.7	4.7	3.8
Classrooms connected to Internet	28	24	25

## 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](http://www.saclibrary.org) for more information and directions to the nearest branch.

## Counseling & Support Staff

It is the goal of Babcock Elementary School to assist students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals. When students require additional assistance, the following support staff are available according to the full-time equivalent indicated in the chart.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Professional	2	2.0
English Language Resource Teacher	1	0.70
Instructional Coach	1	1.0
Learning Coordinator	1	0.9
Library Technician	1	1.0
Nurse	1	0.3
Outreach Consultant	1	1.0
Psychologist	1	0.75
Resource Aide	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
Speech and Language Specialist	1	1.0

Babcock Elementary School provides programs and services designed to meet the student's needs and are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive extra help in their areas of need.

Students needing assistance in learning English receive special instruction from an English Language Resource teacher and Bilingual Paraprofessionals. A student is classified as fluent English speaking when he/she is able to progress in the instructional program without further language assistance. These students receive additional instruction in identified academic areas.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive challenging supplemental instruction.

## 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 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)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts												Math					Science															
	2			3			4			5			6			5																	
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08												
All Students																																	
School	45	34	37	26	30	26	49	38	39	32	29	40	33	27	27	48	35	41	53	45	38	42	45	49	31	23	25	37	30	30	29	24	35
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	47	22	25	23	21	25	41	35	30	23	26	38	21	24	24	51	33	32	58	39	42	35	47	38	28	23	27	43	26	31	25	26	39
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	43	47	50	30	40	26	61	41	52	44	35	42	43	32	33	43	37	53	47	51	34	52	41	62	35	22	20	31	36	29	34	22	26
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Socioeconomically Disadvantaged																																	
School	39	33	34	22	32	24	48	30	39	28	29	31	33	22	25	44	36	39	48	45	38	42	43	43	23	22	19	37	29	32	23	24	29
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32
African American																																	
School	39	40	47	25	28	20	41	*	29	30	28	29	23	19	42	50	20	47	33	44	27	29	*	40	26	17	13	23	24	42	35	22	29
State	38	39	39	27	27	28	37	39	43	30	32	35	29	29	33	44	44	44	41	42	46	38	41	46	31	32	36	23	24	26	18	22	33
Hispanic or Latino																																	
School	35	25	27	21	22	18	41	33	30	23	29	33	21	23	18	41	34	31	46	41	31	43	48	47	24	17	22	31	27	18	20	17	26
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32
Caucasian																																	
School	64	47	*	21	50	39	80	47	*	45	26	*	56	*	27	50	45	*	73	50	53	55	47	*	45	32	*	56	*	36	36	32	*
State	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	52	58	68
Students with Disabilities																																	
School	*	23	*	8	*	*	*	7	*	0	*	31	0	0	18	*	36	*	38	*	20	*	21	0	0	*	23	0	0	18	0	*	33
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26
English Learners																																	
School	45	29	27	0	18	7	*	18	18	21	*	14	*	*	8	50	35	26	47	41	43	*	35	27	16	*	0	*	*	8	5	*	7
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17

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

## 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 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

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).

## Federal Intervention Programs

	School
Program Improvement (PI) Status	In PI
First Year in PI	2008-2009
Year in PI (2008-09)	Year 1
# of Schools Currently in PI	-
% of Schools Identified for PI	-

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

### 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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	5	4	2	
Similar Schools Rank	10	7	3	
All Students				
Actual Growth	-18	-31	22	721
Socioeconomically Disadvantaged				
Actual Growth	-10	-27	22	716
African American				
Actual Growth	36	-37	54	745
Hispanic or Latino				
Actual Growth	-31	-45	27	686
Caucasian				
Actual Growth	-63	8	-	-
English Learners				
Actual Growth	12	-34	12	692

### Physical Fitness

In the spring of each year, Babcock 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 2007-08 school year, 31.5% of fifth grade students were in the HFZ.

### Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Babcock Elementary had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for 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.**

	Teacher Credential Status		
	School		
	05-06	06-07	07-08
Fully Credentialed	22	25	25
Without Full Credentials	1	1	0
Working Outside Subject	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			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	1	1	0
<b>Total Misassignments of Teachers</b>	<b>2</b>	<b>1</b>	<b>0</b>
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. **Since the district opened in the 2008-09 school year there is no district data reported for 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.**

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%

## 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 the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

## School Leadership

Leadership at Babcock Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Betty von Werlthof, who has been in her current position for five years. Prior to her tenure as the principal with Babcock Elementary School she was a Reading Coach for two years and a first grade teacher for four years.

The education of children is a joint effort of home and school. Students, parents and teachers meet each trimester to plan, discuss and evaluate student objectives. These objectives enable teachers to adjust their teaching to the unique needs of every class.

Opportunities for leadership include:

- School Site Council
- Bilingual Advisory Committee
- Leadership Team
- Student Study Team

Parents are invited to attend a Parent Chat Group, facilitated by the Outreach Consultant once a month.

The Babcock School Site Council is a committee of parents and staff that reviews the entire school program on an annual basis. This group leads the school in efforts to provide the best program for students. The Leadership Team is the primary body assigned to developing, refining, and implementing the school plan. This team is responsible for planning and monitoring the effectiveness of the school curriculum. Other staff leadership teams at Babcock Elementary School include the Safety Committee, the Categorical Program Resource Team, Grade Level Facilitators, and the Curriculum Committee.

## School Facilities & Safety

The current facilities were built in 1956, and consist of 20 permanent classrooms, 11 portable classrooms, one multipurpose room, one library, one administrative building, one computer lab, one staff room, and one playground. Babcock Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff.

The table shows the results of the most recent school facilities inspection (as of January 2009). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 02/22/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			CI Rm # 6 - Carpet unraveled, rubber edges missing. CI Rm #7 - Rubber edges missing. Boys RR - Paint peeling from wall.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			CI Rm #41 - Ramp needs repair. CI Rm #44 - Carpet worn, tiles bad. CI Rm #42 - Tile bad.
Fire Safety	X			
Electrical (Interior and Exterior)			X	CI Rm #11 - Lights. CI Rm #12 - Lights. CI Rm #23 - Lights. Staff RR by Rm#17 Mens - Lights. Cafeteria - Lights. Kitchen - Lights. CI Rm #7 - Lights. CI Rm #15 - Lights. CI Rm #14 - Lights. CI Rm #35 - Lights. CI Rm #37 - Lights. CI Rm #44 - lights. CI Rm #42 - Lights. CI Rm #28 - Lights.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms			X	Girls RR - No Paper Towels. Girls RR by Rm #37 - No hand towels. Boys RR by Rm #37 - No toilet paper.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			Staff RR by Rm#17 Mens - Needs cleaning.

Teachers supervise students on campus before and after school and during recess, and noon-duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. Babcock Elementary School's Safety Plan is revised annually each spring by the Site Safety Committee, which is comprised of the principal, head custodian, cafeteria manager and staff. Emergency drills are held on a regular basis; fire drills are held once a month; earthquake and lockdown drills are held twice a year.

**Cleaning Process and Schedule**

The district governing board has adopted cleaning standards for all schools in the district. A joint effort between students and staff helps keep the campus clean and litter-free. 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. Two full-time custodians ensure 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.

**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 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

**Parent & Community Involvement**

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District. The Parent Teacher Association (PTA) plays an active role in the community and at each school site through fundraising and special activities. Contributions by Kaiser, Swanston Estates, Stanford Settlement, and Arden Fair Mall, add to the programs available at Babcock Elementary School.

**Contact Information**

Parents who wish to participate in Babcock Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's office at (916) 263-8322.

**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 2006-07 financial statements). **Since the district opened in the 2008-09 school year there is no district data reported for 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	
School	\$59,676
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	5.96%

**Teacher & Administrative Salaries**

**Since the district opened in the 2008-09 school year there is no district data reported for 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.**

**Expenditures & Services Funded**

Based on 2006-07 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 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:

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,044
From Restricted Sources	\$1,905
From Unrestricted Sources	\$3,138
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	68.90%

- Title I
- School and Library Improvement Block Grant
- High Priority School Grant
- After-School Intervention
- English Language Resource Program
- Discretionary Block Grant
- Charter School Fund
- Comprehensive Student Support
- Medi-Cal

- Targeted Instruction Improvement Block Grant
- Gifted and Talented Education
- EIA-LEP
- School Counselor Program
- Parent Outreach Workers
- Parent Involvement
- State Compensatory Education
- Quality Education Investment Act
- Healthy Start
- SIP
- Head Start
- EIA-SCE
- State Lottery
- PE Block Grant
- Neil Soto Grant
- Title IV
- ELAP
- Reading First

**Data Sources**

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 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.