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

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2008-09 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. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Babcock School had a beginning enrollment of 444 students in grades kindergarten through sixth for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	20.0%
American Indian	1.4%
Asian	5.0%
Caucasian	18.7%
Filipino	0.7%
Hispanic or Latino	51.4%
Pacific Islander	0.5%
Multiple or No Response	2.5%

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 two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	51	78	3	0	0	10898
Suspension Rate	10.3%	16.3%	0.7%	0.0%	0.0%	35.2%
Expulsions	3	0	1	0	0	64
Expulsion Rate	0.6%	0.0%	0.2%	0.0%	0.0%	0.2%

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.

- Trimesterly award ceremonies.
- "Wildcat Cash" and "Triple A" bucks are given out for good behavior, homework, and attendance.
- Students can earn time playing the "Wii" for being kind.
- Trophies at each grade level are rotated for the class with the highest assessment scores in reading and math
- Attendance banners are rotated weekly for the classes with the highest attendance at each grade level.
- "Failure is Not an Option" is a program whereby students who score proficient or advanced on a given assessment at a given grade level are taken out for an enrichment activity while classroom teachers focus on students who need additional help.
- "Babcock's Best" is given out in each classroom for citizenship monthly, their names are announced on the loudspeaker, they're given a goodie bag, and their names are published in the newsletter.
- Each trimester we hold an "Attend-a-Dance" for students with perfect and nearly-perfect attendance.
- "Party in the Park" is held on the last Friday of each month in the park adjacent to our school for students with excellent behavior

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:

- Soccer in the Spring
- Student newspaper
- Student Council
- START
- After School Tutoring

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.

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. 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

	2006-07	2007-08	2008-09
K	78	57	63
1st	82	86	64
2nd	69	73	76
3rd	71	80	63
4th	63	65	70
5th	62	58	53
6th	68	58	55

Class Size

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

Class Size Distribution

	Average Class Size									Classrooms Containing:								
	07			08			09			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09	07	08	09			
K	20	18	21	4	3	1	-	-	2	-	-	-	-	-	-			
1	19	20	20	4	4	3	-	-	-	-	-	-	-	-	-			
2	18	18	17	3	4	4	-	-	-	-	-	-	-	-	-			
3	20	19	20	2	4	3	-	-	-	-	-	-	-	-	-			
4	28	28	30	-	-	-	1	2	2	-	-	-	-	-	-			
5	27	26	26	-	-	-	1	2	2	-	-	-	-	-	-			
6	28	27	24	-	-	-	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

	2006-07	2007-08	2008-09
K	100%	100%	33%
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 curriculum 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 October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All teachers have the opportunity to review the materials. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Open Court	2002	Yes	0.0%
6th	History/Social Studies	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	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.

Additional Internet Access/Public Libraries

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

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.

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 Para-professionals.

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

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 2008-09 school year, 30.5% of fifth grade students were in the HFZ.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	2	2.0
English Language Resource Teacher	1	1.0
Instructional Coach	1	1.0
Music Teacher	1	0.333
Nurse	1	0.33
Outreach Consultant	1	1.0
Psychologist	1	1.0
Resource Aide	1	0.75
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	4	3.0
Special Day Class (SDC) Teacher	3	3
Speech and Language Specialist	1	1.0

California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	31	33	42	*	*	38	43	46	50
Mathematics	36	37	44	*	*	35	40	43	46
Science	24	35	29	*	*	34	38	46	50
History/Social Science	*	*	*	*	*	25	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	34	35	27	*
American Indian	*	*	*	*
Asian	69	88	*	*
Filipino	*	*	*	*
Hispanic or Latino	35	42	18	*
Pacific Islander	*	*	*	*
Caucasian	63	52	47	*
Males	37	42	26	*
Females	49	45	35	*
Socioeconomically Disadvantaged	42	43	31	*
English Learners	32	47	8	*
Students with Disabilities	35	23	27	*
Migrant Education	*	*	*	*

*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 two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2009-10)	Year 2	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

Data Sources

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

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.

National Assessment of Educational Progress

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

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

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

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

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.

Adequate Yearly Progress

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

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

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

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

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

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

	API School Results			2009 API Growth Score
	06-07	07-08	08-09	
Statewide Rank	4	2	3	
Similar Schools Rank	7	3	6	
All Students				
Actual Growth	-31	22	33	754
Socioeconomically Disadvantaged				
Actual Growth	-27	22	35	751
African American				
Actual Growth	-37	54	-15	731
Hispanic or Latino				
Actual Growth	-45	27	43	731
Caucasian				
Actual Growth	8			817
English Learners				
Actual Growth	-34	12	84	770

Adequate Yearly Progress (AYP)

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

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Babcock Elementary had 23 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	25	25	23	1489
Without Full Credentials	1	0	0	36
Working Outside Subject	0	0	0	0

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

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation & Professional Development

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

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

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

School Leadership

Leadership at 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 Werlhof, who has been in her current position for six 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 include:

- School Site Council
- Leadership Team
- Bilingual Advisory Committee
- 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.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs here at Babcock. The Parent Teacher Association (PTA) is very active and plays a major roll in fundraising and special activities. We also have an active School Site Council and English Learner Advisory Committee (ELAC). Parents are encouraged to volunteer in their children's classrooms and to take advantage of our Parent Resource Room. We also have monthly Family Nights in addition to the traditional Back-to-School Night, Parent Conference week, and Open House. The first Friday of every month is Family Reading Morning, when parents are invited to spend the first half hour of the morning reading in their child's classroom.

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.

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 was revised March 2007 by the Site Safety Committee, which is comprised of the principal, head custodian, cafeteria manager and staff.

The safety plan will be reviewed and revised (if necessary) by staff in January 2010. 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 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.

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

Teacher & Administrative Salaries

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

School Site Teacher Salaries

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

Expenditures & Services Funded

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

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

- Targeted Instruction Improvement Block Grant**
- School and Library Improvement Block Grant**
- Gifted and Talented Education
- Comprehensive Student Support
- Quality Education Investment Act
- After School Education & Safety
- School Counselor Program
- English Language Acquisition Program
- Parent Involvement
- Charter School Fund
- State Compensatory Education
- Pupil Retention Block Grant
- **Effective 08/09
- PE Block Grant***
- EIA-LEP
- EIA-SCE
- Healthy Start
- Medi-Cal
- Head Start
- State Lottery
- Title IV
- Title I
- Title III
- Reading First

School Facility Conditions				
Date of Last Inspection: 02/22/2009				
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			Cl Rm # 6 - Carpet unraveled, rubber edges missing. Cl Rm #7 - Rubber edges missing. Boys RR - Paint peeling from wall.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Staff RR by Rm#17 Mens - Needs cleaning.
Electrical			X	Cl Rm #11 - Lights. Cl Rm #12 - Lights. Cl Rm #23 - Lights. Staff RR by Rm#17 Mens - Lights. Cafeteria - Lights. Kitchen - Lights. Cl Rm #7 - Lights. Cl Rm #15 - Lights. Cl Rm #14 - Lights. Cl Rm #35 - Lights. Cl Rm #37 - Lights. Cl Rm #44 - lights. Cl Rm #42 - Lights. Cl Rm #28 - Lights.
Restrooms/Fountains			X	Girls RR - No Paper Towels. Girls RR by Rm #37 - No hand towels. Boys RR by Rm #37 - No toilet paper.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Cl Rm #41 - Ramp needs repair. Cl Rm #44 - Carpet worn, tiles bad. Cl Rm #42 - Tile bad.
External (Grounds, Windows, Doors, Gates, Fences)	X			

Average Teacher Salaries	
School & District	
School	\$55,422
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,318
From Restricted Sources	\$2,009
From Unrestricted Sources	\$3,309
District	
From Unrestricted Sources	\$3,442
Percentage of Variation between School & District	3.85%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	39.96%