



**Alberto Becerra**  
Principal



5115 Dudley Blvd.  
Bldg A,  
McClellan, CA  
95651  
(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 Hagginwood Elementary School

1418 Palo Verde Avenue, Sacramento, CA 95815  
(916) 263-8366

## 2008-09 School Accountability Report Card

### Principal's Message

Welcome to Hagginwood School's information report! The purpose of the School Accountability Report Card is to provide parents with information about Hagginwood's instructional programs, academic achievement, materials, facilities and staff. Information about the Twin Rivers Unified School District is also provided.

Parents and community play a very important role in our school. Understanding the school's educational program, student achievement, and curriculum development can help both school and community in ongoing program improvement. Our children will learn much if school and home work together. Students will bring their work home every day for parents to check. Parents should have a quiet time and place for homework. School will provide all the materials students need to succeed. Parent volunteers are always welcome at our school and in the classrooms. Together Everyone Achieves More (TEAM).

### 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.

Hagginwood Elementary School had a beginning enrollment of 386 students in grades kindergarten through six for the 2008-09 school year. Hagginwood Elementary School supports cultural awareness with an excellent bilingual program, a schoolwide dedication to showcase diversity and an annual multicultural event. We are proud to have the bilingual community actively support our programs. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	20.2%
American Indian	1.3%
Asian	13.2%
Caucasian	19.7%
Filipino	0.0%
Hispanic or Latino	39.9%
Pacific Islander	1.3%
Multiple or No Response	4.4%

### Discipline & Climate for Learning

Students at Hagginwood 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 Kind, Be Productive," promotes a safe school and a warm, friendly classroom environment, demonstrating that good discipline is a solid foundation on which to build an effective school. The goal of Hagginwood Elementary School's discipline program, BEST Practices (Building Effective Schools Together) is a philosophical framework for ensuring that all students receive the support needed to experience behavioral success. We have high expectations for students academically and behaviorally. Hagginwood Elementary School believes that children should be taught to be responsible citizens at school. They should realize that freedom and responsibility go hand in hand and that they have a responsibility to themselves and to others in their school relationships.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. Student uniforms contribute to the school's learning environment, and help 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	66	136	81	0	0	10898
Suspension Rate	16.2%	31.6%	21.0%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

## Recognition Programs

Hagginwood Elementary School's comprehensive student recognition program contributes to the positive environment of the school, and includes classroom and school-wide awards. Students receive Hawk Bucks on a daily basis for exhibiting the attributes of good citizenship. The student store is open bimonthly during lunch allowing students to spend their Hawk Bucks. Assemblies are held to recognize those students meeting high academic standards. Student of the Month awards are given to students demonstrating the characteristics of a Hagginwood Elementary School citizen and student.

## Extracurricular Activities

Hagginwood 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 offered at Hagginwood include: Student Council (3rd-6th grade), Basketball, Chess Club, and Soccer.

## Homework

At Hagginwood Elementary School homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promotes 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. In addition, teachers provide tutoring services to students.

## School Enrollment & Attendance

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 Hagginwood Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem. Hagginwood Elementary School encourages regular attendance by giving out periodic awards for perfect attendance and treating classrooms to parties. 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.

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.

The chart illustrates the enrollment trend for the past three years.

### Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	58	61	75
1st	71	58	53
2nd	44	72	52
3rd	60	42	58
4th	65	61	42
5th	58	65	52
6th	51	71	54

## 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		
K	20	20	19	3	3	4	-	-	-	-	-	-
1	19	20	18	3	3	3	-	-	-	-	-	-
2	20	18	17	2	4	2	-	-	-	-	-	-
3	19	21	20	3	2	2	-	1	-	-	-	-
4	28	18	15	-	3	3	2	-	-	-	-	-
5	28	19	21	-	3	2	1	-	1	-	-	-
6	26	21	17	-	1	3	1	1	-	-	-	-
K-3	18	-	-	1	-	-	-	-	-	-	-	-
4-8	27	-	-	-	-	-	2	-	-	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Hagginwood 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%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	67%	100%

## Curriculum Development

All curriculum development at Hagginwood Elementary School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

## 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

Hagginwood Elementary School's library is stocked with thousands of texts, both supplemental and recreational, which are available for students and parents to check out. A full video library is also available to teachers for classroom use. Computer resources within the library and classrooms are connected to the Internet so students are able to access resources and information online to improve their research skills.

### 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 Hagginwood 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 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 Paraeducators	1	1.0
English Language Resource Teacher	1	1.0
Instructional Coach	1	1.0
Music Teacher	1	0.333
Nurse	1	0.25
Outreach Consultant	1	1.0
Psychologist	1	0.5
Reading Coach	1	1.0
Resource Specialist	1	1.0
RSP Aide	1	0.75
Special Day Class (SDC) Teacher	1	1.0
Speech/Language Specialist	1	0.5

Hagginwood Elementary School utilizes supplemental instruction and Resource Specialists for students with special needs. A Speech & Language Therapist provides additional support outside of traditional classrooms.

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 who qualify, where students receive challenging supplemental instruction.

## Parent & Community Involvement

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District. The Parent Teacher Student Association (PTSA) plays an active role in the community and at each school site through fundraising and special activities. Contributions by Costco add to the programs available at Hagginwood Elementary School.

## Contact Information

Parents who wish to participate in Hagginwood Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's office at (916) 263-8366.

## 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	27	28	27	*	*	38	43	46	50
Mathematics	28	38	36	*	*	35	40	43	46
Science	9	9	7	*	*	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)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	21	22	*	*
American Indian	*	*	*	*
Asian	25	37	*	*
Filipino	*	*	*	*
Hispanic or Latino	20	34	*	*
Pacific Islander	*	*	*	*
Caucasian	44	50	18	*
Males	21	36	10	*
Females	34	36	4	*
Socioeconomically Disadvantaged	27	34	5	*
English Learners	22	33	*	*
Students with Disabilities	7	21	*	*
Migrant Education	*	*	*	*

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

## National Assessment of Educational Progress

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

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

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

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

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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

### Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2004-2005	-
Year in PI (2009-10)	Year 4	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

### Adequate Yearly Progress

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

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

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

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

### Academic Performance Index

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

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

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

### Physical Fitness

In the spring of each year, Hagginwood 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, 10.9% of fifth grade students were in the HFZ.

### Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Hagginwood Elementary School had 25 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	21	24	25	1489
Without Full Credentials	0	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	1	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

	API School Results			2009 API Growth Score
	06-07	07-08	08-09	
Statewide Rank	1	1	2	
Similar Schools Rank	1	2	4	
All Students				
Actual Growth	18	49	-23	684
Socioeconomically Disadvantaged				
Actual Growth	26	47	-25	670
Hispanic or Latino				
Actual Growth	73	25	-16	667
Caucasian				
Actual Growth	3	66		
English Learners				
Actual Growth	51	23	-3	666

## 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 Hagginwood Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Alberto Becerra.

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. Staff and parents are encouraged to participate in a wide variety of leadership teams. Opportunities for leadership include:

- School Site Council
- Leadership Team
- Categorical Programs Action Team
- Bilingual Advisory Committee
- Site Safety Committee
- BEST Practices Team
- Student Study Team
- II/USP Action Plan Team

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.

## School Facilities & Safety

The current facilities were built in 1915 and have 27 classrooms, 11 of which are portable, one multipurpose room, one library, one administration building, one computer lab, one staff room, and two playgrounds.

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.

Hagginwood Elementary School's Safety Plan is revised annually each spring by the Site Safety Committee. 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. 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. At the time of publication, 100% of restrooms are in complete working order.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving and floor systems. For the 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

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.

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

\*\*Effective 08/09

**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.

School Facility Conditions				
Date of Last Inspection: 07/19/2009				
Overall Summary of School Facility Conditions: Exemplary				
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			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Average Teacher Salaries	
School & District	
School	\$62,393
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,292
From Restricted Sources	\$2,375
From Unrestricted Sources	\$3,917
District	
From Unrestricted Sources	\$3,442
Percentage of Variation between School & District	13.79%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	28.94%