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Twin Rivers Unified School District Michael J. Castori Elementary School

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2007-08 School Accountability Report Card

Principal's Message

Welcome to Michael J. Castori School. This report will give you important information about Castori's programs, students, resources, and staff. Your understanding of our school's achievements, curriculum and goals will enable us to make continuing improvements in Castori's academic and social programs.

Castori School implemented the BEST Practices Program (Building Effective Schools Together) several years ago. All teachers taught daily behavior lessons in their classrooms. We developed school wide rules and student behavior expectations. As a result, students were held accountable for their behavior, students made significant growth in their assessment scores, and suspension rates were cut by more than half.

We have made a commitment to provide the best possible educational program for our students. We strive to make Castori School a friendly, stimulating environment where students are actively engaged in educational activities and learning positive social values. Together, we will provide the very best for our students.

Mission Statement

Castori School believes that the development of student self-esteem should take place in a safe and orderly environment which allows for social, emotional, intellectual and physical growth so that all students can achieve their highest potential.

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.

Michael J. Castori Elementary School had a beginning enrollment of 437 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	24.3%
American Indian	1.8%
Asian	15.3%
Caucasian	16.9%
Filipino	0.5%
Hispanic or Latino	32.7%
Pacific Islander	1.8%
Multiple or No Response	6.6%

Discipline & Climate for Learning

Students at Castori 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, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Castori Elementary School's BEST Practices (Building Effective Schools Together) program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. "Castori Bucks" 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. A school newsletter, published twice a month, provides updates to school policies and noteworthy events.

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	57	61	82
Suspension Rate	9.6%	11.4%	18.8%
Expulsions	0	1	0
Expulsion Rate	0.0%	0.2%	0.0%

Recognition Programs

Castori 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 academic excellence.

The Principal's Honor Roll recognizes students for receiving all 'A's on their report card. The Honor Roll rewards students for receiving 'A's and 'B's. Classrooms that have no referrals for student behavior receive an Honor Class ribbon. Classrooms with the most Honor Ribbons at the end of a trimester receive a pizza party.

Two students per trimester may earn the Panther Pride award for academic and non-academic excellence. The Positive Purple Referral is given to students who receive no citations for the trimester.

Extracurricular Activities

Castori 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), Castori Junior University, After-school Enrichment, Garden Club, Spelling Bee, Soccer, and a districtwide Knowledge Bowl.

Homework

At Castori 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.

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 Castori Elementary School.

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. Castori Elementary School encourages regular attendance by giving out periodic awards for perfect attendance, treating students to popcorn, and awarding classrooms with a Perfect Attendance banner.

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

	2005-06	2006-07	2007-08
K	74	67	62
1st	89	69	59
2nd	69	80	56
3rd	82	77	59
4th	88	70	65
5th	88	85	61
6th	101	87	75

Class Size

Castori 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

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	19	20	20	4	3	3	-	-	-	-	-	-
1	16	20	17	3	3	3	-	-	-	-	-	-
2	20	20	19	3	4	4	-	-	-	-	-	-
3	20	20	19	4	3	2	-	-	-	-	-	-
4	28	23	28	-	-	-	2	3	2	-	-	-
5	27	27	28	-	-	-	2	3	2	-	-	-
6	28	27	24	-	-	-	3	3	3	-	-	-
K-3	18	19	-	1	2	-	-	-	-	-	-	-
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. Castori 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 Castori 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 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	2002	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

Castori Elementary School's library is staffed by a Media Technician and is stocked with thousands of text, supplemental and recreational reading books that are available for students and parents to check out. A full video library is also available for teachers to check out for classroom use. Computer resources within the computer lab are connected to the Internet so students are able to access resources and information online to improve their research skills. The library facility has been expanded.

Computer Resources

Each classroom has five computers. The school also has a computer lab with 30 workstations. All computers are connected to the internet. Computer skills and concepts are integrated throughout standard curriculum. Software includes programs to develop critical thinking skills, technological skills and mathematical proficiency.

Computer Resources

	05-06	06-07	07-08
Computers	0	20	125
Students per computer	0.0	26.8	3.5
Classrooms connected to Internet	0	1	0

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 Castori 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
Compensatory Education Teacher	2	1.0
English Language Resource Teacher	1	1.0
Instructional Coach	1	1.0
Learning Coordinator	1	1.0
Library Media Specialist	1	1.0
Nurse	1	0.5
Psychologist	1	0.4
Reaching Coach	1	1.0
Resource Aide	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
Social Worker Intern	2	1.2
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.5

Castori Elementary School utilizes supplemental instruction, Special Day classes and Severe Disorders of Language classes for students with special needs to ensure that students are getting necessary specialized instruction. A Resource Specialist and a Speech & Language Therapist provide additional support outside of traditional classrooms.

English Language Learners receive highpoint instruction and are pulled out of their classes for separate instruction for two hours every day.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs in the Twin Rivers School District. The Parent Teacher Association (PTA) plays an active role in the community and at each school site through fundraising and special activities. Numerous programs and activities are enriched by the generous contributions made by the following sources:

- Sacramento Tree Foundation
- Birth & Beyond
- Bayside Church of South Sacramento
- Mimi's
- Sacramento City Council
- Pioneers
- Hagginwood Community Center
- Spirit in the Arts
- Mutual Assistant Network
- Intel
- Franklin Templeton Investments
- Pacific Bell

Contact Information

Parents who wish to participate in Castori Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (916) 263-8355.

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			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	06	07	08	06	07	08	06	07	08	06	07	08	06	07
	All Students																																		
School	43	39	44	20	23	22	26	40	30	34	22	41	27	35	27	42	35	51	30	23	33	27	40	37	34	26	38	29	23	21	17	18	30		
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	44	41	32	23	25	25	23	49	36	35	18	44	29	30	19	51	36	52	37	31	42	25	49	43	32	23	45	29	26	11	22	18	38		
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	41	38	54	17	20	19	29	31	22	33	27	36	26	39	35	31	34	50	21	14	27	29	33	30	35	29	28	31	21	32	13	19	20		
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	42	40	44	21	23	22	26	39	30	34	23	40	28	34	27	42	35	51	31	23	34	27	41	37	34	26	38	30	23	21	17	18	30		
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	36	35	*	15	14	9	21	29	42	31	21	42	18	32	18	32	39	*	30	14	50	18	29	45	23	21	31	7	23	0	4	11	33		
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		
	Asian																																		
School	*	*	*	14	*	*	*	31	*	*	20	36	50	21	17	*	*	*	50	*	*	*	38	*	*	33	55	50	29	17	*	13	36		
State	70	73	74	59	60	61	73	73	77	67	68	72	66	67	71	81	81	82	82	82	84	81	83	86	76	77	78	72	72	75	54	60	69		
	Hispanic or Latino																																		
School	44	30	56	25	19	21	27	48	24	42	21	41	25	50	22	48	30	56	18	20	20	18	40	32	39	25	32	32	31	22	26	21	27		
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	54	56	33	*	38	27	35	55	*	15	36	*	32	33	50	54	33	47	*	29	38	53	64	*	46	36	*	37	8	44	23	43	*		
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		
	English Learners																																		
School	33	25	50	5	7	6	14	26	0	7	8	18	12	11	5	47	25	59	14	20	13	10	21	21	14	16	18	18	17	10	7	8	12		
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	2007-2008
Year in PI (2008-09)	Year 2
# 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	
	Met AYP Criteria	No
	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Result	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.

Physical Fitness

In the spring of each year, Castori Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is 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, 20.7% 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, Michael J. Castori Elementary had 21 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	29	26	21
Without Full Credentials	0	1	22
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
Misassignments of Teachers (other)	0	2	0
Total Misassignments of Teachers	1	2	1
Vacant Teacher Positions	0	0	0

	API School Results			2008 API Growth Score
	05-06	06-07	07-08	
Statewide Rank	4	3	2	
Similar Schools Rank	10	8	7	
All Students				
Actual Growth	-16	-1	-7	694
Socioeconomically Disadvantaged				
Actual Growth	-16	-1	-7	694
African American				
Actual Growth	1	8	5	678
Hispanic or Latino				
Actual Growth	-33	1	-7	692
Caucasian				
Actual Growth	-15	7	-29	714
English Learners				
Actual Growth	-31	-21	6	664

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 Castori Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past three years, leadership duties were assumed by Principal Patrick Birdsong. Principal Birdsong has fourteen years of experience in education with positions as a teacher and principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Opportunity for leadership include:

- School Site Council
- Parent Teacher Association
- ELAC
- Parent Advisory Committee

School Facilities & Safety

Built in 1941, this year the school was completely renovated as part of the district modernization plan. The school is currently comprised of 20 stationary classrooms, 10 portable classrooms, a multipurpose room, a library, a computer lab, a staff room, an administration building, and a cafeteria w/stage and theater lights. Modernization included all classrooms; the existing administration building became a new library/resource center; the multi-purpose building was expanded; and a new administration center was built.

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.

Castori Elementary School's Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the vice principal and the Incident Management Team. Emergency drills are held on a regular basis; fire drills are held once a month; earthquake and lockdown drills are held once each trimester.

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: 09/06/2008				
Overall Summary of School Facility Conditions: Exemplary				
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			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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 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. At the time of publication, 100% of latrines 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 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.

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	\$52,049
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	17.98%

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.**

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,243
From Restricted Sources	\$1,814
From Unrestricted Sources	\$2,429
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	54.17%

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:

- 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.

