



**Patrick Birdsong**  
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 Michael J. Castori Elementary School

1801 South Avenue, Sacramento, CA 95838 ♦ (916) 263-8355  
2008-09 School Accountability Report Card

### Principal's Message

We are the Castori Panthers and we have made a commitment to provide the BEST possible educational program for our students. You will find Castori School a friendly, stimulating environment where staff and students reflect the rich diversity of our school community. We strive to provide optimum academic and social development so that our students will thrive in our ever-changing world and realize the importance of the community, staff, parents and students working together as a Professional Learning Community, to attain this.

### 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. 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.

Castori Elementary School had a beginning enrollment of 454 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	22.0%
American Indian	1.1%
Asian	13.4%
Caucasian	14.3%
Filipino	0.9%
Hispanic or Latino	35.9%
Pacific Islander	0.9%
Multiple or No Response	11.5%

### 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 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	61	82	23	0	0	10898
Suspension Rate	11.4%	18.8%	5.1%	0.0%	0.0%	35.2%
Expulsions	1	0	1	0	0	64
Expulsion Rate	0.2%	0.0%	0.2%	0.0%	0.0%	0.2%

## 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			
	2006-07	2007-08	2008-09
K	67	62	76
1st	69	59	68
2nd	80	56	60
3rd	77	59	53
4th	70	65	64
5th	85	61	68
6th	87	75	65

## 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	20	17	18	3	3	4	-	-	-	-	-	-
2	20	19	20	4	4	3	-	-	-	-	-	-
3	20	19	18	3	2	3	-	-	-	-	-	-
4	23	28	29	-	-	-	3	2	2	-	-	-
5	27	28	31	-	-	-	3	2	3	-	-	-
6	27	24	30	-	-	-	3	3	1	-	-	-
K-3	19	-	-	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 School 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%	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 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

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.

## 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 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.

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.

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
Nurse	1	0.25
Outreach Consultant	1	1.0
Psychologist	1	0.33
Reading Coach	1	1.0
Resource Specialist	1	1.0
RSP Aide	1	0.75
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.5

## 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	32	32	37	*	*	38	43	46	50
Mathematics	29	35	37	*	*	35	40	43	46
Science	18	30	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	41	41	22	*
American Indian	*	*	*	*
Asian	24	41	*	*
Filipino	*	*	*	*
Hispanic or Latino	38	28	38	*
Pacific Islander	*	*	*	*
Caucasian	36	48	33	*
Males	39	43	38	*
Females	35	31	19	*
Socioeconomically Disadvantaged	40	37	29	*
English Learners	25	27	16	*
Students with Disabilities	4	8	*	*
Migrant Education	*	*	*	*

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

## 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
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

## 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.

## 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 2008-09 school year, 29.4% of fifth grade students were in the HFZ.

## 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.*

### 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

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	2	2	
Similar Schools Rank	8	7	3	
All Students				
Actual Growth	-1	-7	33	725
Socioeconomically Disadvantaged				
Actual Growth	-1	-7	33	725
African American				
Actual Growth	8	5	66	744
Hispanic or Latino				
Actual Growth	1	-7	37	723
Caucasian				
Actual Growth	7	-29		
English Learners				
Actual Growth	-21	6	44	704

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2007-2008	-
Year in PI (2009-10)	Year 3	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

## Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Castori Elementary School 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	26	21	23	1489
Without Full Credentials	1	1	1	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	1	0
Misassignments of Teachers (other)	2	0	3
<b>Total Misassignments of Teachers</b>	<b>2</b>	<b>1</b>	<b>3</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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

	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 Castori Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Patrick Birdsong, who has been in his current position for three years. Prior to his tenure as the principal with Castori Elementary School he was a principal for two years, and a classroom teacher for ten years.

The education of children is a joint effort of home and school. 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, such as the School Site Council, the Leadership Team, the Bilingual Advisory Committee and the Student Study Team. Parents are invited to attend a Coffee and Conversation group, facilitated by the Outreach Consultant.

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 leadership teams for the staff at Castori Elementary School include the Safety Committee, the BEST Practices Team, Grade Level Facilitators, and the Curriculum 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 with 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.

## 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 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 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.

School Facility Conditions				
Date of Last Inspection: 07/07/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Womens Restroom - Door lock broken.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 24 - Ballast out.
Restrooms/Fountains		X		Girls RR - Caulking missing from around commodes. Mens Restroom - Caulking missing from around commodes.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Parent & Community Involvement

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

- Sacramento Urban League
- Sacramento City Council
- Angel Star Corp.
- Mimi's
- Chili's Restaurant
- Robotics Development Center
- Hagginwood Community Center
- Mutual Assistant Network
- Optimist Club
- Intel
- Franklin Templeton Investments
- St. Mark's Methodist Church

### 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.

### 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.

Average Teacher Salaries	
School & District	
School	\$52,049
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

### 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,918
From Restricted Sources	\$2,854
From Unrestricted Sources	\$3,065
District	
From Unrestricted Sources	\$3,442
Percentage of Variation between School & District	10.96%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	44.40%

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
  - PE Block Grant\*\*
  - EIA-LEP
  - EIA-SCE
  - Healthy Start
  - Medi-Cal
  - Head Start
  - State Lottery
  - Title IV
  - Title I
  - Title III
  - Reading First
- \*\*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.