



Twin Rivers Unified School District Woodlake Elementary School

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2008-09 School Accountability Report Card

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Principal



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Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are proud of Woodlake Elementary School and welcome this opportunity to tell you more about us.

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

The staff at Woodlake Elementary School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science and social science, science and art. Our goal is to have every student reading at grade level by the end of third grade.

Our staff is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference in the future of our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given opportunities to develop those talents. We care about each one of our students.

Woodlake Elementary School prides itself on involving parents and community members in every aspect of our school. We welcome visitors on our campus. We believe that parents, community members, and staff must work together to influence the education for each student. We are very proud of our fine tradition at Woodlake Elementary School.

District Mission Statement

To inspire each student to extraordinary achievement everyday!

School Mission Statement

Woodlake School will promote a cooperative effort between the Twin Rivers Unified School District, the Woodlake School staff, parents, and the community to develop leadership positive self-esteem qualities, which will lead to greater student achievement for all students.

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.

Woodlake Elementary School had a beginning enrollment of 408 students in grades kindergarten through six for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	18.4%
American Indian	1.5%
Asian	3.2%
Caucasian	19.9%
Filipino	1.5%
Hispanic or Latino	49.3%
Pacific Islander	1.7%
Multiple or No Response	4.7%

Discipline & Climate for Learning

Students at Woodlake Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, responsibility, productivity, courtesy, and acceptance of others. The school's discipline philosophy "Be Safe, Be Kind, Be Responsible," promotes a safe school, a friendly classroom environment, and a sense of belonging and school pride. The goal of Woodlake Elementary School's discipline program, BEST Practices (Building Effective Schools Together), ensures that all students receive the support needed to be successful in all academic areas citizenship and daily attendance. Woodlake Elementary School believes that children should be taught to be responsible citizens. Students should realize that freedom and responsibility go hand in hand and that they have a responsibility to themselves and to others. Woodlake "Caught You Bucks" and a Student Store provide incentives for positive behavior.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and individual student handbooks. The school wide uniform policy contributes to the school's safe and positive learning environment and helps remove distractions that may deter students from focusing on class work.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

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

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	45	29	12	0	0	10898
Suspension Rate	10.1%	7.0%	2.9%	0.0%	0.0%	35.2%
Expulsions	1	0	0	0	0	64
Expulsion Rate	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%

Recognition Programs

Woodlake 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 achievement in academics, attendance and citizenship. Classrooms that have no referrals for student behavior receive outstanding behavior awards. Woodlake Elementary School recognizes a "Student of the Week" from each of the classrooms every Monday.

Extracurricular Activities

Woodlake Elementary School recognizes that extracurricular activities enrich the educational and social experiences of students. Twin Rivers School District encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities include Student Council, Student Community Service, Instrumental Music, Roberts Family Development Center, Stanford Settlement, 4th R Program, Sports Day, Jog-a-thon, MASTERS program, Basketball and Soccer.

Homework

At Woodlake Elementary School, homework is a fundamental part of the learning process. Homework helps 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 in major subject areas. 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. Students may participate in after-school program sessions in reading, math, music, sports and visual and performing arts that are offered.

School Attendance & Enrollment

Regular daily attendance is a priority at Woodlake School. School districts receive state funding based on daily student attendance and enrollment. But most importantly, Attendance is critical to the academic success of our students. Attendance and truancy policies are clearly stated and consistently enforced. Parents are informed of proper notification when their child is absent from school. Daily phone calls are made using the NTI messaging system to families of absent students. Additionally, teachers and other staff members call families to check on absent students. Attendance meetings are held, both at the school and the District Office, to address concerns and provide support. Student attendance is carefully monitored to identify students exhibiting excessive absences.

Woodlake Elementary School encourages regular attendance by giving out trimester awards for perfect attendance, treating classrooms to popcorn parties, and rewarding students with the privilege of wearing blue jeans on Fridays for having perfect attendance for the week. Students are referred to the School District's Attendance Review Board (SARB) when they have Habitual attendance and/or behavior problems in school. 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 student and their parents or guardians meet to collaboratively evaluate the student's situation and recommend alternative solutions. 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	74	69	71
1st	76	63	62
2nd	69	62	61
3rd	64	64	60
4th	58	57	52
5th	47	55	46
6th	58	42	56

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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	20	3	3	2	-	-	1	-	-	-
1	20	20	20	3	3	2	-	-	-	-	-	-
2	17	19	19	3	3	3	-	-	-	-	-	-
3	20	20	21	2	2	2	-	-	1	-	-	-
4	25	28	25	1	-	-	2	2	2	-	-	-
5	26	20	27	-	1	-	2	1	2	-	-	-
6	28	28	30	-	-	-	2	1	2	-	-	-
K-3	18	20	20	2	1	1	-	-	-	-	-	-
4-8	-	28	-	-	-	-	-	1	-	-	-	-

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. Woodlake Elementary began implementing CSR for grades kindergarten through 3rd 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%	67%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	67%

Curriculum Development

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.

All curriculum at Woodlake Elementary School is aligned with the California State Content Standards and Frameworks. Teachers differentiate instruction to ensure that all students meet or exceed state proficiency levels. Teachers meet weekly to analyze data and discuss the specific needs of students.

A Student Study Team assists in providing resources and support for special needs students. Curriculum planning is accomplished through a careful analysis of the state frameworks, instructional materials aligned with the State standards, district policies, assessment results, and research. Special curricula utilized at Woodlake Elementary School include: English Language Development support and the Language Program.

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%

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 Woodlake 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.

Woodlake Elementary School serves special education students in a LH class. A certificated teacher and an instructional assistant work with 12 students in first through third grades. Additionally, we have a Diagnostic Kindergarten teacher and one assistant who work with 12 special education students. The instructional program is specifically designed to meet the educational needs of the students. Additionally, Woodlake Elementary School has a full-time Resource Specialist and an instructional assistant who work with students eligible for the program.

Several programs are in place to supplement classroom instruction. These include after-school tutoring offered by the CSUS Reader's Program, MASTERS program, 4th R. After-school support provided by staff in Reading, Language Arts and Math. Mentors are available through the Student Buddy Program.

Students needing assistance in learning English receive special instruction from the English Language Resource Teacher and Bilingual Paraeducators. A student is reclassified as a fluent English speaker when he/she is able to meet the criteria for redesignation.

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Professional	1	1.0
English Language Resource Teacher	1	1.0
Instructional Coach	1	1.0
Nurse	1	0.25
Psychologist	1	0.33
Reading Coach	1	1.0
Resource Specialist	1	1.0
RSP Aide	1	0.75
SDC Aide	2	1.5
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	37	43	48	*	*	38	43	46	50
Mathematics	33	41	44	*	*	35	40	43	46
Science	30	28	27	*	*	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	40	33	*	*
American Indian	*	*	*	*
Asian	82	64	*	*
Filipino	*	*	*	*
Hispanic or Latino	48	42	24	*
Pacific Islander	*	*	*	*
Caucasian	50	59	*	*
Males	44	45	19	*
Females	51	43	32	*
Socioeconomically Disadvantaged	46	42	22	*
English Learners	19	25	*	*
Students with Disabilities	25	25	*	*
Migrant Education	*	*	*	*

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

Academic Performance Index

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

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

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	3	5	
Similar Schools Rank	6	7	9	
All Students				
Actual Growth	11	37	18	776
Socioeconomically Disadvantaged				
Actual Growth	12	46	25	765
Hispanic or Latino				
Actual Growth	50	-4	48	780
Caucasian				
Actual Growth	-38	68		

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.

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

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

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	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

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	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

Physical Fitness

In the spring of each year, Woodlake 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, 7.3% students in fifth grade were in the HFZ.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Woodlake Elementary had 22 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	24	21	22	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	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
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 Woodlake Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Maria Oropeza, who has been in her current position for 14 years. Prior to her tenure as the principal of Woodlake Elementary School, Ms. Oropeza was a coordinator for two years, and a classroom teacher for sixteen years.

The education of children is a joint effort of home and school. Parents and teachers meet weekly to discuss and evaluate student progress. Staff and parents are encouraged to participate in a wide variety of leadership teams. Opportunities for leadership include:

- School Site Council
- Leadership Team
- English Language Advisory Committee
- District English Language Advisory Committee
- Student Study Team
- Safety Committee
- BEST Practices Committee
- Grade Level Facilitators
- Crisis Management 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 1953, and consist of 27 classrooms, 14 of which are portable, a multipurpose room, one administration building, one staff room, and one playground. Woodlake Elementary School received funding from the City of Sacramento to completely renovate the playing fields, expand the parking lot, and add buildings for a Community Partnership Center.

Woodlake Elementary School strives to maintain a safe, nurturing and orderly school campus. District administration and the Twin Rivers Unified School District's Board of Trustees have placed a great emphasis on campus safety and security. Staff supervises students on campus before and after school as well as during recess. All visitors must sign in at the office and receive proper authorization to be on campus. For the safety of our students, visitors are asked by the school site staff to display their pass at all times.

Woodlake Elementary School's Safety Plan is revised annually by the Site Safety Committee and the Incident Management Team. Emergency drills are held on a regular basis, earthquake and lockdown drills are held on a rotating basis and fire drills are held once per month.

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.

Cleaning Process and Schedule

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

The custodial/grounds staff maintains clean and safe facilities. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. 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.

School Facility Conditions				
Date of Last Inspection: 07/13/2009				
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			
Interior		X		Room 4 - Missing floor tile. Room 28 - Wall covering is peeling off.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Boys Restroom-Near Library - Light cover broken. Multipurpose Room - 2 lights not working.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 15 - Missing part of decor molding.

Parent & Community Involvement

Parents and community members 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. Parent volunteers have logged many hours in support of schoolwide events such as the Scholastic Book Fair, fundraisers, Fall Carnival, Holiday Breakfast, Jog-a-Thon, Family Reading Night, Multicultural Night, after-school programs and support in the classroom.

Contact Information

Parents who wish to participate in PTA, the School Site Council, school committees, school activities, or become a volunteer, may contact the school's office at (916) 263-8499.

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	\$65,056
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

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.

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	\$6,343
From Restricted Sources	\$2,541
From Unrestricted Sources	\$3,802
District	
From Unrestricted Sources	\$3,442
Percentage of Variation between School & District	10.46%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	31.02%

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.