



Ellen Giffin

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Twin Rivers Unified School District Frontier Elementary School

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2013-14 School Accountability Report Card

Principal's Message

Frontier Elementary School is a kindergarten through 6th grade school located in the city of Sacramento; Foothill Farms area. The school serves over 500 students. The staff and I are looking forward to continuing to provide an exciting and rewarding educational program for each and every child this year. You, as parents and families, are an integral part of our school community and very important to the success of your children at Frontier School.

We will have a very exciting school year. As you know Frontier holds the distinction of being a nationally recognized Blue Ribbon School. Frontier School - the place where it's "cool to be smart" and where the students want to be at school because they know, "if you miss school, you miss out." There are always things going on here.

This year we will continue to focus on teaching our students the skills they will need in the 21st century while beginning to incorporate the newly adopted National Common Core Standards. The school community is committed to excellence as is exemplified by our high level of parent volunteerism, active parent committees and well-attended school-wide events. Our entire teaching staff meets requirements for Highly Qualified Teacher per federal criteria and all of them are credentialed to work with English Learner Students. Another area of continued focus is our Language Arts program "Treasures" by McMillan/McGraw Hill and our newly adopted math program. The staff and I highly encourage you to visit classrooms throughout the year to see the exciting things taking place at Frontier. We encourage all who join us to participate in inspiring each student to extraordinary achievement every day.

Sincerely,

Ellen Giffin

Principal

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

The mission of the Frontier School Community is rooted in empowering students to meet their fullest potential by providing a safe environment, maintaining high academic and behavior standards, and encouraging life long learning.

District & School Profile (School Year 2014-15)

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 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Frontier Elementary School had a beginning enrollment of 540 students in grades Kindergarten through six for the 2013-14 school year.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	12.8%
American Indian	0.7%
Asian	1.7%
Filipino	1.3%
Hispanic or Latino	30.4%
Pacific Islander	0.9%
White	45.6%
Two or More	5.0%
None Reported	1.7%
English Learners	15.9%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	8.0%

School Enrollment & Attendance (School Year 2013-14)

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

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

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.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	75	80	79
1st	73	78	85
2nd	81	77	85
3rd	66	93	81
4th	75	71	80
5th	65	76	64
6th	63	63	66

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2013-14)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

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	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	20	0	21	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	0	0	0	53

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, 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 collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
K-5	History/ Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/ Social Studies	Prentice Hall	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities & Safety (School Year 2014-15)

The building that houses the elementary site of Frontier Elementary was originally constructed in 1965. The campus is currently comprised of 25 classrooms, a multipurpose room, a library/media center, a staff lounge, and two playgrounds. The school was completely renovated in 2008.

School safety is a primary concern of Frontier Elementary School. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. In recent years, we have increased playground supervision, which has reduced the student to supervisory ratio on the yard. The Safety Plan was updated in October and reviewed with the staff in December.

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. One full-time and one part-time custodian 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 the 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 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

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: 04/23/2014				
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			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Multipurpose/Cafeteria - wall breaker bad; Girls Restroom - light out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Room 22 - no fire extinguisher.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Kd. 1 - BB hole/F wall; Kd.2 - BB hole/B wall.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	49	54	48	40	42	40	54	56	55
Mathematics	64	64	63	41	41	40	49	50	50
History/Social Science	*	*	*	29	31	31	48	49	49

*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.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	60	51	74	46	44	48	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	74
Males	71
Females	79
African American/Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	41
Pacific Islander	*
White	93
Socioeconomically Disadvantaged	70
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

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

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. 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).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.8%	27.7%	20.0%

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

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent & Community Involvement (School Year 2014-15)

We welcome and encourage parent involvement in our school. Parents can find ways to help us accomplish our mission through volunteering to work with students in classrooms, completing classroom tasks, chaperoning field trips and responding to requests for help from our teachers. In addition, we have a number of more coordinated efforts that help us address specific needs at the school site. We have an English Learner Advisory Committee to provide input regarding the specific needs of our English Learner Students and families. Our Parent Teacher Association (PTA) supports our school's mission by organizing educational community-building and fundraising activities. The teachers and office staff welcome volunteers to help in classrooms and throughout the school each day. Our school's academic plan and school budget are developed using a collaborative effort between our school staff and community through our School Site Council and the District Board of Trustees.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Frontier Elementary at (916) 566-1840.

Discipline & Climate for Learning

Students at Frontier Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. We have high behavior expectations for our students. All of our procedures are taught, modeled, and practiced on a regular basis. All school personnel are involved in supporting students as they learn the rules. We acknowledge positive behaviors through many reinforcement and recognition programs. We are a "Bucket Filling" School.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	10	17	9	5588	5607	5513
Suspension Rate	2.0%	3.2%	1.7%	17.7%	17.8%	17.7%
Expulsions	0	0	0	18	12	20
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in PI (2014-15)	Year 3	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

School Leadership

Leadership at Frontier Elementary is a responsibility shared between district board of trustees, 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. Leadership duties are assumed by Principal Ellen Giffin. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

Class Size Distribution														
Average Class Size					Classrooms Containing:									
					1-20 Students			21-32 Students			33+ Students			
					12	13	14	12	13	14	12	13	14	12
By Grade Level														
K	25	20	26		-	1	-	3	3	3	-	-	-	
1	24	16	28		-	2	-	3	3	3	-	-	-	
2	20	26	28		1	-	-	3	3	3	-	-	-	
3	27	19	27		-	2	-	2	3	3	-	-	-	
4	29	18	27		-	2	-	3	2	3	-	-	-	
5	33	25	32		-	1	-	1	2	2	1	-	-	
6	32	32	33		-	-	-	1	2	-	1	-	2	

Counseling & Support Staff (School Year 2013-14)

In addition to academics, the staff at Frontier Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The table lists the support service personnel available at Frontier Elementary School.

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a full-time RSP teacher who provides instruction within the general education classroom and through pull-out groups. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as 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 adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	0.50
Health Assistant	1	0.30
Library Technician	1	0.625
Nurse	1	0.20
Psychologist	1	0.33
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Speech and Language Specialist	1	1.0
Student Learning Coach	1	0.85

Average Teacher Salaries

School & District	
School	\$71,181
District	\$68,898
Percentage of Variation	3.3%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	0.6%

Average Salary Information Teachers - Principal - Superintendent 2012-13

	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 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.

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

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,110
From Supplemental/Restricted Sources	\$713
From Basic/Unrestricted Sources	\$4,397
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	-6.4%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-6.2%

Curriculum Development

All curriculum development at Frontier Elementary School revolves around the National Common Core Standards. 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Student Recognition

- President's Award for Academic Achievement (Grade 6) – Students who have maintained a B+ average throughout grades 4-6.
- Principal's Award (Grade 4-6) – Students who receive A's in all areas and the highest marks in effort and 21st Century Skills. (no citations, suspensions, or office referrals)
- Honor Roll with Citizenship Award (Grade 4-6) - Students who earn all A's and B's in all academic areas. (can have 1 C - no citations, suspensions, or office referrals)
- Honor Roll (Grades 4-6) – Students who earn all A's and B's in all academic areas. (can have 1 C)
- Personal Success with Citizenship Award – Students who do not qualify for the Principal's Award or Honor Roll Award may qualify for this award using the following criteria: Students must earn high marks in effort and 21st Century Skills. (no citations, suspensions, or office referrals)
- Personal Success Award – Students who do not qualify for the Principal's Award or Honor Roll Award may qualify for this award using the following criteria: Students must earn high marks in effort and 21st Century Skills.
- Citizenship Award - no citations, suspensions, or office referrals. (will be handed out in class and not at the awards assembly)
- Gold Tickets (Grades 1-6) – Awarded to any student who exhibits positive school behavior. At the end of the week, all gold tickets are placed in the baskets for a drawing at lunch. The lunch supervisors select three tickets per lunch and present chosen students with a prize.
- Honor Class – Awarded to the classes with no citations for the week. Blue ribbon classes are also announced at the Morning Sing with ribbons being displayed in classrooms.
- Golden Lunch Pail – Awarded to one class each lunch period on Friday who have demonstrated the best cafeteria behavior during the week. The Golden Lunch Pail class eats first each day the following week.
- Student of the Week - Awarded to one Kindergarten through 6th grade student from each class who has demonstrated exceptional academic, class, and school behavior. These awards are presented at the conclusion of Morning Sing each Wednesday .
- Spirit Banner Award – Awarded to one primary classroom and one intermediate classroom each week for wearing clothes with the school colors (highest percentage).

ATTENDANCE AWARDS:

- Perfect Attendance Award (All students are eligible): During the trimester, the student who has zero tardies, lates, absences, or early dismissals. Given each trimester.
- Perfect Attendance Award (All students are eligible): During the trimester, the student who has zero tardies, lates, absences, or early dismissals for the entire school year. Given once at the end of the school year.
- Excellent Attendance (All students are eligible): The student who has a combined total of no more than 2 (tabulated at the end of each trimester) tardies, lates, absences and early dismissals. Give each trimester.
- Crab Soccer: Each month the primary and intermediate class with the best attendance gets to play Crab Soccer with the principal.

Extracurricular Activities

Extracurricular activities at Frontier Elementary School include:

- Movie Night
- Harvest Festival
- Spaghetti Dinner/Silent Auction
- Read Across America - Dr. Seuss Day
- Spring Dance Festival
- Primary/Intermediate Field Day
- Jump Rope for Technology
- SEVA Class (Video Production) - GATE/Enrichment
- Scholastic Book Fair
- Volunteer Luncheon
- Wednesday Community Sing
- Public Speaking Contest 4th, 5th, & 6th Grade
- Spelling Bee 4th, 5th, & 6th Grade