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Twin Rivers Unified School District

F.C. Joyce Elementary School

6050 Watt Ave., North Highlands, CA 95660 ♦ (916) 566-1880

2007-08 School Accountability Report Card

School Mission Statement

The F.C. Joyce community has a shared responsibility to make a difference socially, emotionally, and academically as a foundation for children to become productive citizens and lifelong learners.

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

F. C. Joyce Elementary School had a beginning enrollment of 410 students in grades kindergarten through six for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	<u>Percentage</u>
African American	17.1%
American Indian	1.7%
Asian	2.0%
Caucasian	40.0%
Filipino	1.5%
Hispanic or Latino	36.6%
Pacific Islander	1.0%
Multiple or No Response	0.2%

Discipline & Climate for Learning

Students at F.C. Joyce Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Teachers have rules posted and practice routines for students in order to provide structure and reinforcement for all students. Each month the rules and procedures are reviewed and practiced school wide. We have a BEST (Building Effective Schools Together) Committee that focuses on student behavior and meets monthly to review school procedures and improve school safety.

We have a counselor on staff that works with students who are Conflict Managers and also conducts class meetings to teach problem solving skills to all students. There is a Safe School Officer that works with students and families.

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. Suspension and expulsion rates reflect incidents divided by total enrollment. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	Suspensions & Expulsions		
	School		
	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>
Suspensions	48	82	63
Suspension Rate	11.4%	18.9%	15.4%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

Student Recognition

F. C. Joyce Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a schoolwide focus on achievement and citizenship. Students are recognized by the following:

- Character Trait of the Month
- Fabulous Falcon Awards for Reading, Writing, Math, and Citizenship
- Perfect Attendance Awards

Extracurricular Activities

F. C. Joyce Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at F. C. Joyce Elementary School include the following:

- Boys and Girls Club of Greater Sacramento
- Joyce Family Night
- Girl Scouts
- North Highlands Harvest Festival



School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at F.C. Joyce 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			
	2005-06	2006-07	2007-08
K	60	61	59
1st	58	63	60
2nd	59	62	60
3rd	70	62	54
4th	61	64	65
5th	54	61	59
6th	59	60	53

Class Size

F.C. Joyce Elementary School maintained a schoolwide average class size of 22.5 students and a pupil-to-teacher ratio of 21.6:1 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size		Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
06	07	08	06	07	08	06	07	08	06	07	08	
K	20	20	20	2	2	3	1	1	-	-	-	-
1	19	21	20	3	-	3	-	3	-	-	-	-
2	21	21	20	1	1	2	1	2	1	-	-	-
3	22	21	18	-	1	4	4	3	-	-	-	-
4	31	28	33	-	-	-	2	2	1	-	-	1
5	27	31	30	-	-	-	2	2	2	-	-	-
6	30	30	27	-	-	-	2	2	2	-	-	-
K-3	22	-	-	-	-	-	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. F. C. Joyce 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			
	2005-06	2006-07	2007-08
K	67%	67%	100%
1	100%	0%	100%
2	50%	33%	67%
3	0%	25%	100%

Curriculum Development

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



Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Houghton Mifflin	2004	Yes	0.0%
K-6	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-6	History/Social Studies	Scott Foresman/ Prentice Hall	2007	Yes	0.0%
K-6	Mathematics	Scott Foresman	2002	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%

Library & Computer Resources

All classrooms have at least three computer that are connected to the Internet. F. C. Joyce Elementary School also has a library media center with 50 laptop computers available for teacher checkout. The library media center is staffed by a part-time Library Media Teacher. The library media center provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library media center on a weekly basis with their classes and are encouraged to visit before school and at lunch. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	158	158	153
Students per computer	2.7	2.7	2.7
Classrooms connected to Internet	25	25	24

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

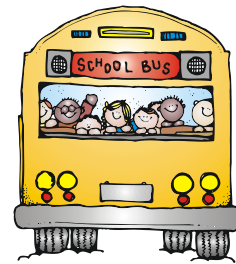
In addition to academics, the staff at F. C. Joyce Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at F. C. Joyce Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.8
Curriculum Support Teacher	1	1.0
Librarian/library media teacher	1	0.5
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist	2	1.0
Speech and Language Specialist	1	0.5

School Leadership

Leadership at F. C. Joyce Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Kelli Hanson. 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. Opportunities for leadership include:

- School Site Council
- English Learner Advisory Committee
- DAC/DELAC Representative



Physical Fitness

In the spring of each year, F. C. Joyce 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 2007-08 school year, 10.5% of fifth grade students were in the HFZ.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts												Math						Science														
	2			3			4			5			6			2		3		4		5		6									
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																																	
School	15	29	38	25	25	38	43	37	43	40	39	35	33	32	39	38	53	66	52	41	68	56	24	67	38	33	32	33	22	26	15	22	28
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	15	30	32	25	24	46	42	37	42	24	39	40	31	19	42	48	60	58	42	36	72	67	32	68	25	36	33	34	27	31	18	25	38
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	16	28	41	25	26	31	43	36	44	56	38	30	34	43	35	29	44	71	61	48	66	49	19	63	52	31	31	31	18	22	11	17	22
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Socioeconomically Disadvantaged																																	
School	15	23	35	22	24	29	37	31	42	38	35	32	28	27	39	37	49	65	47	38	64	56	17	65	37	27	27	32	19	26	14	16	27
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32
African American																																	
School	*	31	*	8	*	27	*	*	*	*	*	14	19	*	*	*	46	*	31	*	55	*	*	*	*	*	15	6	*	*	*	*	15
State	38	39	39	27	27	28	37	39	43	30	32	35	29	29	33	44	44	44	41	42	46	38	41	46	31	32	36	23	24	26	18	22	33
Hispanic or Latino																																	
School	11	19	24	22	21	33	29	22	20	33	35	16	40	20	26	32	50	57	48	29	62	48	11	52	30	30	21	47	10	16	4	15	16
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32
Caucasian																																	
School	22	32	52	31	25	45	54	50	54	40	50	62	39	36	58	39	55	81	62	54	79	71	33	71	45	46	50	39	32	47	20	31	50
State	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	52	58	68
English Learners																																	
School	7	23	20	42	5	14	24	0	16	42	*	*	*	*	*	33	31	45	63	20	54	65	0	42	42	*	*	*	*	*	0	*	*
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17

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

Federal Intervention Program

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

Federal Intervention Programs	
	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-

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 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)		
School		
Met Overall AYP	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API School Results	Yes	
Graduation Rate	N/A	

Academic Performance Index

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

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

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

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	3	4	2	
Similar Schools Rank	7	7	3	
All Students				
Actual Growth	22	-27	53	740
Socioeconomically Disadvantaged				
Actual Growth	31	-41	56	722
Hispanic or Latino				
Actual Growth	27	-47	57	686
Caucasian				
Actual Growth	11	-11	57	795
English Learners				
Actual Growth	29	-43	26	711

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, F.C Joyce Elementary School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher 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.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Parent Involvement

The School Site Council is made up of teachers and parents. Their duties include reviewing the school plan, approving the yearly budget and providing an opportunity to help the school better understand the community's needs. The English Learner Advisory Committee meets to provide information on how to better assist our students who are still learning English as their second language. Classrooms have room parents and volunteers that are always welcome. Arrangements can be made through the office or by classroom teachers. The Latino Family Literacy Project is offered to parents. The goal is to support literacy and provide a bridge between schools and the family.

F. C. Joyce has established partnerships with Mercy Hospital and Sernavillage.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Frederick Joyce Elementary at 566-1880.

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

School Facilities & Safety

The current facilities were built in 1956, and consist of 20 classrooms, one multipurpose room, one library, one administrative building, one computer lab, one staff room, three playground, and two classrooms dedicated to the district starbase program ran by the California National Guard. F.C. Joyce Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff.

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.

	Teacher Credential Status		
	School		
	05-06	06-07	07-08
Fully Credentialed	21	22	20
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0

	Misassignments/Vacancies		
	06-07	07-08	08-09
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

School	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%

Visitors are asked by the school site staff to display their pass at all times. F.C. Joyce Elementary School's Safety Plan is revised annually each spring by the Site Safety Committee, which is comprised of the principal, head custodian, cafeteria manager and staff. Emergency drills are held on a regular basis; fire drills are held once a month; earthquake and lockdown drills are held twice a year.

The table shows the results of the most recent school facilities inspection (as of March 2009). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 02/02/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Room #6 - Carpet worn. Room #17 - Peeling paint. Room #19 - Drapes needs to be replaced. Cl Rm #21 - Drapes are torn, carpet is badly stained. Cl Rm #23 - Carpet worn. Cl Rm #24 - Floor tile loose. Boys RR Lower - Paint is chipping. Girls RR Lower - Paint is chipping. Boys RR Upper - paint is chipping. Girls RR Upper - Paint is chipping.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			Room #6 - Fire Ex needs to be updated.
Electrical (Interior and Exterior)	X			Room #19 - Light switch cover is broken.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms			X	Boys RR Lower - Toilet seats loose. Girls RR Lower - Toilet seats loose. Boys RR Upper - Urinal is leaking. Girls RR Upper - Stall doors are loose.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)		X		Room #4 - Stained ceiling tiles. Tiles hanging down. Room #6 - Stained ceiling tiles. Room #10 - ceiling tiles hanging. Room #17 - stained ceiling tiles.
Playground/School Grounds				Not Evaluated
Overall Cleanliness	X			

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. 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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Average Teacher Salaries	
School	
School	\$58,480
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	7.84%

Teacher & Administrative Salaries

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

Expenditures & Services Funded

Based on 2006-07 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. *Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,791
From Restricted Sources	\$1,342
From Unrestricted Sources	\$4,448
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	16.08%

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, Title I, School and Library Improvement Block Grant, EIA-LEP, Gifted and Talented Education, EIA-SCE, High Priority School Grant, SIP, After-School Intervention, Head Start, School Counselor Program, State Lottery, English Language Resource Program, Parent Outreach Workers, Discretionary Block Grant, Parent Involvement, PE Block Grant, Neil Soto Grant, Charter School Fund, State Compensatory Education, Comprehensive Student Support, Quality Education Investment Act, ELAP, Title IV, Medi-Cal, Reading First, and Healthy Start.