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Principal

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Twin Rivers Unified School District
F.C. Joyce Elementary School

CDS Code: 34-76505-6033500

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

2012-13 School Accountability Report Card

School Mission Statement

The mission at our school is to facilitate quality learning for all students through high academic, technological, and social standards to prepare them for life-long success. We are committed to offering students a safe and secure environment that has the students' academic growth as our focal point.

Principal's Message

Welcome to F.C. Joyce! The staff here is committed to providing the best possible academic program and overall school experience for all students. We are in our second year of implementing our GEAR UP (Gaining Early Awareness and Readiness of Undergraduate Programs) grant, where we are working to establish a school-wide focus on college-readiness for our students. We strive to provide students with engaging lessons and positive social/emotional support. It is important to me that all students feel valued and a sense of belonging here at our school. Step into our yard or in our cafeteria and shout "F.C. Joyce!" and you will hear students respond with an enthusiastic, "That's My School!"

Our continued effort to improve in all that we do require the participation, help, and support of all of our stakeholders; staff, students, parents, and community members alike. One of my most important goals is to keep our families informed about activities, news and happenings at our school. We inform our families through newsletters, phone calls and parent-teacher conferences throughout the year, in addition to our monthly Read-In Fridays and Coffee and Conversation with the Principal.

Parents are always welcome at F.C. Joyce. There are many ways for you to be involved in your children's education. Your presence and support on campus promotes a feeling of community and family that will only strengthen our efforts. As students see parents and teachers working together, they come to better understand the meaning of teamwork.

Robert Myers, Principal

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 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.

F.C. Joyce School had a beginning enrollment of 545 students in grades kindergarten through eight for the 2012-13 school year. Student demographics are illustrated in the chart.

Enrollment by Student Group	
2012-13	
	Percentage
African American	19.3%
American Indian	3.9%
Asian	2.6%
Filipino	2.2%
Hispanic or Latino	33.6%
Pacific Islander	0.9%
White	29.4%
Two or More	5.5%
None Reported	2.8%
English Learners	19.1%
Socioeconomically Disadvantaged	84.2%
Students with Disabilities	10.3%

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 positive intervention, and support for positive school climate. This committee meets regularly to review school procedures and improve school safety as well as the overall school experience.

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.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	166	133	128	6641	5588	5607
Suspension Rate	32.4%	23.8%	23.5%	21.0%	17.7%	17.8%
Expulsions	0	0	0	26	18	12
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	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:

- Fabulous Falcon Awards for Reading
- Writing
- Math
- Citizenship
- "Attend-a-Dance" for students with Perfect Attendance each calendar month.
- "Falcon Bucks Rewards"
- "Principal's Character Award"

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:

- After-school program provided by Center for Fathers and Families
- 7th and 8th grade sports and clubs
- Joyce Family Night
- Back To School Night
- Science Fair
- AVID program for grades 7/8
- 4th Grade Algebra Success Academy
- 6th Grade Alliance Redwoods trip

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

	2010-11	2011-12	2012-13
K	72	78	75
1st	75	65	63
2nd	59	74	64
3rd	58	54	64
4th	62	58	60
5th	59	63	49
6th	64	48	60
7th	63	54	53
8th	-	64	57

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	11	12	13	11	12	13	11	12	13	11	12	13
By Grade Level												
K	24	26	19	-	-	1	3	3	3	-	-	-
1	25	32	32	-	-	-	3	1	2	-	1	-
2	30	25	32	-	-	-	2	3	2	-	-	-
3	29	27	32	-	-	-	2	2	2	-	-	-
4	31	29	30	-	-	-	2	2	2	-	-	-
5	30	32	25	-	-	-	2	2	2	-	-	-
6	32	24	8	-	-	6	2	2	2	-	-	-
By Subject Area												
English	31	26	28	-	2	-	2	3	3	-	1	1
Mathematics	-	30	28	-	-	-	-	4	3	-	-	1
Science	-	30	28	-	-	-	-	4	3	-	-	1
Social Science	31	30	28	-	-	-	2	3	3	-	1	1

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.

Counseling & Support Staff (School Year 2012-13)

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
Academic Counselor	1	0.8
Health Assistant	1	0.49
Library Media Technician	1	0.5
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.5
Speech and Language Specialist	1	0.6
Student Learning Coach	2	2.0

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			District
	School			
	10-11	11-12	12-13	12-13
Fully Credentialed	18	21	22	1230
Without Full Credentials	2	1	1	8
Working Outside Subject	0	1	1	69

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.

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

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	1	0
Total Misassignments of Teachers	1	1	0
Vacant Teacher Positions	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 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 2012-2013 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional development learning communities were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on two district-wide initiatives: Transitioning/Implementation of the Common Core Standards in all content areas and high-yield instructional strategies based on the work done at the Marzano Research Labs (The Art and Science of Teaching Model). These strategies include teaching practices for promoting 21st century skills. For the 2012-2013 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.

Highly Qualified Teachers (School Year 2012-13)

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. 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 25 percent or less.

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	84.4%	15.6%
District	70.5%	29.5%
High-Poverty Schools in District	70.5%	29.5%
Low-Poverty Schools in District	N/A	N/A

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

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.

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	48	44	35	40	42	40	54	56	55
Mathematics	60	51	49	41	41	40	49	50	50
Science	40	56	49	41	45	43	57	60	59
History/Social Science	*	36	22	29	31	31	48	49	49

*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
District	40	40	43	31
School	35	49	49	22
African American/ Black	27	37	38	14
American Indian	19	63	*	*
Asian	*	*	*	*
Filipino	55	55	*	*
Hispanic or Latino	28	45	29	19
Pacific Islander	*	*	*	*
White	45	58	64	36
Males	29	44	54	27
Females	41	54	45	17
Socioeconomically Disadvantaged	32	49	47	22
English Learners	18	37	*	*
Students with Disabilities	18	30	*	*
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 2012-13)

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			
2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.4%	24.1%	1.9%
7	25.5%	10.6%	8.5%

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

Federal Intervention Program (School Year 2013-14)

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 (2013-14)	Year 3	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	98.1%

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	4	5	3
Similar Schools	8	10	8
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	16	-36	-27
Black or African American			
Actual API Change	-	-	-2
Hispanic or Latino			
Actual API Change	33	-67	-5
White			
Actual API Change	-31	3	-32
Socioeconomically Disadvantaged			
Actual API Change	20	-41	-22
English Learners			
Actual API Change	42	-40	-51

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	345	734	18,160	725	4,655,989	790
Black or African American	67	708	2,700	668	296,463	708
American Indian or Alaska Native	15	683	153	682	30,394	743
Asian	13	733	1,746	756	406,527	906
Hispanic or Latino	112	711	7,711	713	2,438,951	744
White	108	770	4,538	764	1,200,127	853
Two or More Races	17	741	666	735	125,025	824
Socioeconomically Disadvantaged	331	728	16,227	716	2,774,640	743
English Learners	79	711	6,661	706	1,482,316	721
Students with Disabilities	51	569	2,462	559	527,476	615

Adequate Yearly Progress (School Year 2012-13)

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.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		No	
Graduation Rate	N/A		Yes	

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

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 Rob Myers. 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 student needs and the school plan complies with district goals. Opportunities for leadership include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Building Effective Schools Together (BEST) Committee
- Leadership Team
- GEAR UP Team (College-going school culture)
- Curriculum and Instruction Committees

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.

Instructional Materials (School Year 2013-14)

Twin Rivers Unified held a public hearing on October 1, 2013, 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 2013, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

Parent Involvement

We have several opportunities for family involvement as well as student achievement, student behavior, and student attendance. Joyce staff and families will be provided with numerous opportunities in which to work together and include training or other support to parents and families. Opportunities for parent involvement include:

- P.T.A.
- Open House
- Principal's Award of Character
- Watch D.O.G.S. (Dads of Great Students) Program
- Monthly Family Read-In Fridays and Coffee with the Principal
- Field Day and Other Special Events
- Back-to-School Night
- Fabulous Falcon Assemblies
- Family Nights
- Field Trips
- Classroom Volunteering and Special Events

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
7th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
K-6	Health	Holt	2004	Yes	0.0%
7th-8th	History/Social Science	Holt	2006	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2007	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
7th-8th	Mathematics	Glencoe	2008	Yes	0.0%
6th	Mathematics	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
8th	Physical Science	McDougal Littell	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%

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 (916) 566-1880.

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, and three playgrounds. 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. Noon-duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

F.C. Joyce Elementary School's Safety Plan was revised and reviewed in November 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. 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. 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 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 2013-14 school year, the district has budgeted \$775,000.00 for the deferred maintenance program. This represents 0.33% of the district's general fund budget.

School Site Teacher Salaries (Fiscal Year 2011-12)

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

School Facility Conditions				
Date of Last Inspection: 08/20/2013				
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 5 - the carpet is worn; room 25 - the carpet is worn; boys restroom next to room 23 - the ceiling is dirty; boys restroom next to room 7 - there is graffiti on the door.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Room 11 - the restroom is used as both a restroom and as a storage room.
Electrical			X	Room 11 - there are missing light covers in the restroom; room 31 - there are four lights out; room 34 - there are seven lights out; room 36 - there are nine lights out; library - there is one light out; room 33 (locker room) - there are two light out; room K3 - there is one light out.
Restrooms/Fountains	X			Grounds - the drinking fountain next to room 30 has chipped paint.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Average Teacher Salaries	
School & District	
School	\$68,194
District	\$67,766
Percentage of Variation	0.6%
School & State	
All Unified School Districts	\$69,704
Percentage of Variation	-2.2%

Teacher & Administrative Salaries (Fiscal Year 2011-12)

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.

Average Salary Information Teachers - Principal - Superintendent 2011-12		
	District	State
Beginning Teachers	\$40,000	\$41,462
Mid-Range Teachers	\$54,473	\$66,133
Highest Teachers	\$85,204	\$85,735
Elementary School Principals	\$100,560	\$107,206
Middle School Principals	\$105,080	\$111,641
High School Principals	\$114,809	\$122,628
Superintendent	\$205,358	\$225,176
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	7.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2011-12)

Based on 2011-12 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:

- After School Education & Safety
- Cal-Safe
- CBET
- Early Mental Health
- English Language Acquisition Program
- Higher Ed. Challenge
- Parent Involvement
- ROP
- Title II A
- School and Library Improvement Block Grant
- Ag. Incentive
- Carl Perkins
- Charter School Fund
- EIA-LEP
- Gifted and Talented Education
- MAA
- Quality Education Investment Act
- School Counselor Program
- Title III
- Targeted Instruction Improvement Block Grant
- California Partnership Academy
- Carl Washington Safety Grant
- CPEC-ITQ
- EIA-SCE
- Head Start
- Medi-Cal
- Refugee Assistance Program
- Title I
- Title IV

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>.

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,773
From Supplemental/Restricted Sources	\$1,347
From Basic/Unrestricted Sources	\$4,426
District	
From Basic/Unrestricted Sources	\$4,666
Percentage of Variation between School & District	-5.1%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-20.1%