



**Linda Reuter**  
Principal



**3200 Howard St.**  
**Bldg #354,**  
**McClellan, CA**  
**95652**  
**(916) 566-1600**

**Board of Trustees**

**Janis Green**  
**Michelle Rivas**  
**Alecia Eugene Chasten**  
**Bob Bastian**  
**Cortez Quinn**  
**Roger Westrup**  
**Linda Fowler**

**Frank Porter**  
Superintendent

# Twin Rivers Unified School District

## Foothill Oaks

### Elementary School

**5520 Lancelot Drive, Sacramento, CA 95842 ♦ (916) 566-1830**  
**2007-08 School Accountability Report Card**

**School Vision Statement**

The school's vision is one in which the staff, community and students work together to encourage responsibility, integrity and an enthusiasm for learning. We truly believe that "Teamwork Makes the Dream Work" as we all work together to make decisions that are good for children. There are high expectations for academic achievement coupled with a school wide effort to support all children who are not meeting standards. Parent involvement is high and the culture at Foothill Oaks is positive and productive.

**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.

Foothill Oaks Elementary School had a beginning enrollment of 594 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	
	Percentage
African American	19.7%
American Indian	1.5%
Asian	3.9%
Caucasian	50.8%
Filipino	2.0%
Hispanic or Latino	21.7%
Pacific Islander	0.3%
Multiple or No Response	0.0%

Foothill Oaks Elementary School is a partnership of families, community and educators, preparing students to become active and responsible citizens in a diverse society. The school's rigorous standards-based curriculum, enriched by differentiated instruction in each classroom and a student-centered environment, defines Foothill Oaks Elementary School. Our student-centered and standards-based programs are designed to meet the academic, personal and social needs of the elementary student, giving each the opportunity to experience success. We do so by engaging students in a challenging curriculum that provides a solid foundation of academic skills in a safe learning environment.

**Discipline & Climate for Learning**

Foothill Oaks Elementary School fosters a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility for our actions. The BEST (Building Effective Schools Together) committee was formed to provide a safe school plan which includes measuring behavior trends and providing solutions to maintain a positive school community. All staff are trained to implement the Second Step Violence Prevention Program throughout the school. A counselor is available half time to assist students with conflict management strategies, anti-bullying lessons and other support. Clear expectations and consequences are communicated and enforced to help keep our school safe and sound.

Additionally, our school is embracing the Latino Literacy Project, which supports entire families to learn to read. All classrooms deliver small group differentiated instruction to meet the individual needs of every child and reach academic success.

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. **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		
	05-06	06-07	07-08
Suspensions	125	115	76
Suspension Rate	18.9%	18.5%	12.8%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

## Student Recognition

Foothill Oaks 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 for the following:

- Wolf Paw Drawings
- Lunch Time Rewards
- Life Skills

## Extracurricular Activities

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

- Dress-up Days
- Community Fun Runs
- Running Club
- Student Activities Committee

## 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 Foothill Oaks 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	78	61	63
1st	99	79	74
2nd	87	97	79
3rd	90	99	100
4th	99	86	99
5th	103	95	89
6th	107	106	90

## Class Size

Foothill Oaks Elementary School maintained a schoolwide average class size of 23.7 students and a pupil-to-teacher ratio of 21.2 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	19	20	21	4	2	1	-	1	2	-	-	-
1	20	20	19	4	4	4	-	-	-	-	-	-
2	20	19	20	5	4	2	-	1	2	-	-	-
3	20	20	20	4	4	5	-	-	-	-	-	-
4	32	29	33	-	-	-	1	3	1	3	-	2
5	30	28	30	-	-	-	2	3	3	-	-	-
6	30	30	30	-	-	-	4	3	3	-	-	-
K-3	20	21	-	1	-	-	-	1	-	-	-	-
4-8	-	27	-	-	-	-	-	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. Foothill Oaks Elementary 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	100%	67%	33%
1	100%	100%	100%
2	100%	80%	50%
3	100%	100%	100%

## Curriculum Development

All curriculum development at Foothill Oaks 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%

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit [www.saclibrary.org](http://www.saclibrary.org) for more information and directions to the nearest branch.

## Counseling & Support Staff

It is the goal of Foothill Oaks Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Foothill Oaks Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Curriculum Support Teacher	1	1.0
Library Clerk	1	0.7
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist	2	1.0
Speech and Language Specialist	1	0.6

## Parent Involvement

Foothill Oaks Elementary School uses several strategies to involve parents. Several means of communication are used to invite parents to attend events and participate in conferences, parent education nights, the School Site Council and English Language Advisory Committee and the PTA. Each family receives phone calls from their child's teacher to discuss their child, answer questions about the school and to invite families to our Back to School Picnic and Back to School Night. Families are also encouraged to participate in grade level performances, Fall Carnival, Poetry Night, Talent Show, Science Night, Open House, Running Club, Fieldtrips, support with Book Fairs and Holiday Shop, Field Day, assisting in classroom activities and other PTA events.

Foothill Oaks Elementary School communicates with parents in many ways. Regular phone calls are made to families both before the beginning of the school year and throughout the school year. The school newsletter, The Howler, goes out monthly, as well as regular newsletters sent home by teachers with information about school and class activities, homework expectations and tips for families in supporting student learning. All teachers have pages on the district website, and teachers are available through voicemail and email, which is given out at the beginning of the year. Monthly parent-principal coffee's are held to give the opportunity to discuss topics of their choosing.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Foothill Oaks Elementary School at 566-1830.

## Physical Fitness

In the spring of each year, Foothill Oaks 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, 41.5% of fifth grade students were in the HFZ.

## 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.



## 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		5								
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	31	28	36	23	20	17	49	31	49	46	49	29	32	42	54	53	53	42	43	44	54	57	30	61	44	45	31	36	37	50	26	24	16
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	26	32	29	20	16	14	44	27	40	40	51	29	27	40	45	53	64	42	41	48	63	49	27	56	48	49	31	35	43	53	23	28	24
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	37	25	42	29	25	20	54	36	60	51	46	30	36	45	63	54	42	42	45	41	44	64	33	68	41	40	30	36	29	49	29	21	9
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	17	19	28	19	11	15	42	31	40	41	40	25	25	37	45	33	47	32	40	28	49	55	29	53	44	41	24	30	32	47	21	14	17
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	7	30	13	7	21	23	31	18	29	42	29	7	13	35	25	29	39	33	7	14	42	23	12	38	37	21	13	19	22	25	32	7	13
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	19	31	22	26	12	13	44	26	48	56	59	25	23	44	62	27	46	22	42	44	47	50	21	60	38	47	15	27	28	62	25	18	15
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	44	25	44	28	23	15	56	38	56	48	49	38	42	46	58	74	60	49	57	53	59	62	40	72	52	49	42	46	48	54	26	33	18
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
Students with Disabilities																																	
School	*	*	*	*	*	0	*	*	0	29	*	*	15	*	*	*	*	*	*	*	27	*	*	8	36	*	*	8	*	*	29	*	*
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26
English Learners																																	
School	8	12	32	8	7	0	23	0	18	0	8	0	14	9	17	8	41	36	33	27	41	54	0	29	23	8	6	29	27	17	0	0	6
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)

Met Overall AYP	School	
	English - Language Arts	Mathematics
Met Overall AYP	No	
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	5	4	
Similar Schools Rank	5	3	1	
All Students				
Actual Growth	-6	-17	25	736
Socioeconomically Disadvantaged				
Actual Growth	-8	-25	40	704
African American				
Actual Growth	-	-	28	643
Hispanic or Latino				
Actual Growth	9	1	29	712
Caucasian				
Actual Growth	10	-30	27	771
English Learners				
Actual Growth	-	-	-	693

## Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Foothill Oaks Elementary School had 28 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 Credential Status

	School		
	05-06	06-07	07-08
Fully Credentialed	32	31	28
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

### Misassignments/Vacancies

	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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

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%

## 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.

## School Leadership

Leadership at Foothill Oaks 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 Linda Reuter. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure the instructional programs are consistent with students needs and the school plan complies with district goals. Opportunities for leadership include:

- PTA
- School Site Council

## School Facilities & Safety

The current facilities were built in 1994. There are 25 classrooms, a multipurpose room, a library/media center, a staff lounge, and two playgrounds.

School safety is a primary concern of Foothill Oaks Elementary School. The school is always in compliance with all 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. Our school can readily dispatch law enforcement through our district's Safe School Policy Officer Program. The safety plan was updated and reviewed with staff in fall of 2008.

The table shows the results of the most recent school facilities inspection (as of January 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: 02/04/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			CI Rm #1 - Storage panels blocked. Cafeteria - Vents are dirty. Sink in cafe inoperable.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			CI Rm #13 - Leaking door closure.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			CI Rm #24 - Carpet needs re-stretching. ADA ramp needs grip tape installed. CI Rm #23 - Carpet needs to be repaired. MPR RR - Broken wall tiles.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Nurses Office - Shower seat needs to be reattached, ceiling tile needs repair.
Fire Safety	X			CI Rm #1 - Exit blocked by teachers desk.
Electrical (Interior and Exterior)			X	Main Office - Light bulb out in work room hall. CI Rm #7 - Projector cord on floor creating a trip hazard. CI Rm #10 - Light cover missing, bulb out. Bldg D POD - Electrical panels are blocked. CI Rm #16 - Power strips are tied together. Computer Room - Ballast in corner light fixture not working. Large Oak Area - Back stage missing lights, all lighting around Oak not working. Cafeteria - Electrical lights missing covers. Electrical wires exposed.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)		X		Main Office - ADA RR signage not compliant. KgG CI Rm #2 - H2O fountain and sink inoperable. LMC RR - H2O fountain needs replacement. MPR RR - Left side of fountain inoperable.
Restrooms			X	KgG CI Rm #2 - Fountain play area does not work. CI Rm #1 KgG - TV Cart inside stall. MPR RR - Ballast out. No seat covers.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)			X	CI Rm #10 - Minor ceiling tile staining. CI Rm #13 - Replace and clean ceiling tiles with anti-stain. CI Rm #16 - ceiling tiles need replacement. CI Rm# 21 - Stained ceiling tiles. LMC - Ceiling tiles stained, reading tower entry has chipped paint. Computer Room - Ceiling tiles stained indicating roof leaks. Cafeteria - Shingles missing on roof. CI Rm #24 - Leaky roof with stained ceiling tiles.
Playground/School Grounds			X	Large Oak Area - Irrigation valve needs repair.
Overall Cleanliness	X			CI Rm #1 KgG - ceiling tiles need replacment, no safety labels in Playground, Room cluttered.

**Cleaning Process and Schedule**

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians 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 latrines are in complete working order.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving and floor systems. For the 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.

**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	\$57,816
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	8.89%

**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	\$4,672
From Restricted Sources	\$779
From Unrestricted Sources	\$3,893
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	26.55%

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:

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

