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Twin Rivers Unified School District *Creative Connections Arts Academy*

CDS Code: 34-76505-0108795

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2013-14 School Accountability Report Card

Principal's Message

Creative Connections Arts Academy (CCAA) is a K-12 charter school of the Twin Rivers Unified School District. Staff, parents, and community are committed to working in partnership to provide an alternative to the traditional school experience. Since opening the K-8 program in 2005, our goal continues to be offering an instructional program infused with the arts and high academic standards in a safe environment. In 2010, the growth of our program expanded to include a high school curriculum which is housed on a second site. Subsequently, CCAA graduated its first class in 2013 with 100% of our high school graduates being college and career ready in the 21st century. In the ninth year since its inception, Creative Connections Arts Academy operates on a 3+2+1 formula that works for our students and families. We provide curriculum for three levels (elementary, middle school and high school), on two sites, which works out to be one awesome integrated arts program.

SARC Information

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

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

School Mission Statement

"To inspire every student every day to extraordinary achievement through the arts." We believe that the use of flexible scheduling, extended academic opportunities, low teacher-student ratio, and parental involvement, as well as, the focus on visual and performing arts will benefit all students.

District & School Profile (School Year 2014-15)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Creative Connections Arts Academy had a beginning enrollment of 648 students in grades kindergarten through twelve for the 2013-14 school year. Student demographics are illustrated in the chart.

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

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

Enrollment by Student Group	
2013-14	
	Percentage
African American	11.1%
American Indian	1.4%
Asian	1.7%
Filipino	1.2%
Hispanic or Latino	31.6%
Pacific Islander	1.2%
White	46.8%
Two or More	4.8%
None Reported	0.2%
English Learners	6.8%
Socioeconomically Disadvantaged	65.7%
Students with Disabilities	7.1%

School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Creative Connections Arts Academy. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

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

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

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

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	50	49	46
1st	52	56	55
2nd	57	55	56
3rd	49	56	56
4th	57	56	61
5th	62	64	58
6th	61	57	54
7th	62	59	57
8th	56	55	58
9th	61	51	47
10th	23	42	39
11th	14	19	35
12th		12	26

A. Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.8%	1.2%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

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

Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	28	0	29	1181
Without Full Credentials	1	0	0	14
Working Outside Subject	0	0	0	53

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	2	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
7th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
12th	Health	Holt	2004	Yes	0.0%
7th-8th	History/ Social Studies	Holt	2006	Yes	0.0%
K-5	History/ Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/ Social Studies	Prentice Hall	2006	Yes	0.0%
7th-12th	Mathematics	Glencoe	2008	Yes	0.0%
K-5	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
6th	Mathematics	Pearson Scott Foresman	2006	Yes	0.0%
10th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
7th-12th	Science	Holt	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%
10th-12th	Science	Pearson/ Prentice Hall	2006	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765050108795Textbooks_1.pdf

School Facilities & Safety (School Year 2014-15)

The building that houses the elementary site of Creative Connections Arts Academy was originally constructed in 1965. The campus is currently comprised of 12 classrooms, a library/media center art gallery, Multipurpose Room/Performing Arts Center, music room, book room, dance studio, and three playgrounds. The middle school/high school site is the former Don Julio Jr. High School campus and was built under the same architecture model of many of the other junior high schools in the district.

Creative Connections Arts Academy has adults to monitor students during their lunch break. Teachers and the principal/vice principal supervise students before school and during regularly scheduled breaks and class passing times. The school has designated areas for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

The safety of students and staff is a primary concern at Creative Connections Arts Academy. The School Site Safety Plan is evaluated and revised annually each fall by administrators and members of the Executive Committee of the School Site Council. The revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans, drills, shelter-in-place, and dismissal procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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. Custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

School Facility Conditions				
Date of Last Inspection: 03/21/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
K Thru 5 Site: P Rm. 14 - Dirty vents.				
Interior		X		
K Thru 5 Site: Nurse - Paint chipping on ceiling, no pics., P Rm. 12 - Water stained ceiling tiles; P Rm. 14 - Water stained ceiling tiles; Rm. 10 - Curtains are torn, lockdown procedures.				
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
K Thru 5 Site: Rm. 7 - Light fixture is loose above sink area.				
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
K Thru 5 Site: Rm. K - Cleaning supplies are kept under sink/keep out of reach of children; Rm. 10 - Cleaning supplies are kept under sink/keep out of reach of children.				
Structural (Structural Damage, Roofs)	X			K Thru 5 Site: P Rm. 14 - Dry rot on siding; P Rm. 12 - Dry rot on door, window frame and siding.
External (Grounds, Windows, Doors, Gates, Fences)	X			
K Thru 5 Site: Boys restroom - Trip hazard at entry; Rm. 19 - Trip hazard in asphalt on walkway. K Thru 5 Site: Custodian - Door is rusted/hole and loose at base; Rm. Kinder. - Dry rot on top of door; Art Gallery/RSP - Dry rot at base of door; Boys restroom - Dry rot on door.				

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

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	75	80	79	46	44	48	60	59	60

Subgroups	
Subject	Science
District	48
School	79
Males	74
Females	83
African American/Black	59
American Indian	*
Asian	*
Filipino	*
Hispanic	74
Pacific Islander	*
White	87
Socioeconomically Disadvantaged	76
Students with Disabilities	*
Migrant Education	*
Two or More Races	82

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

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

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

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	69	70	67	40	42	40	54	56	55
Mathematics	60	55	61	41	41	40	49	50	50
History/Social Science	52	46	63	29	31	31	48	49	49

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

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Academic Performance Index

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

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

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

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

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

API School Results			
	2011	2012	2013
Statewide	8	7	8
Similar Schools	9	9	9
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-1	-17	18
Hispanic or Latino			
Actual API Change	18	-22	31
White			
Actual API Change	4	-8	-
Socioeconomically Disadvantaged			
Actual API Change	2	-10	12

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	
What percent of the school's pupils complete a CTE program and earn a high school diploma?	
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

State Priority: Other Pupil Achievement

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

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

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Engagement State Priority: Parental Involvement

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

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

Parent Involvement (School Year 2014-15)

Key to the success of Creative Connections Arts Academy is the involvement of parents. Each family is required to participate a minimum of 30 hours each school year. In addition to volunteering in the classrooms, library, and other places on campus, parents also assist in many other ways. They may serve on our site council, participate in various committees, chaperone fieldtrips and other events, organize and coach sporting activities, teach after school classes and in other ways to enrich the school experience of their students.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Creative Connections Arts Academy K-5 campus at (916) 566-1870 and the 6-12 campus at (916) 566-3470.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Completion of High School Graduation Requirements - Class of 2013

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

NOTE: Creative Connections Arts Academy did not have any 12th grade students enrolled in the graduating class of 2012-13.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Creative Connections Arts Academy are guided by the TRIBES school program and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. We take a positive approach with student behaviors. Counseling and natural consequences are effective in most cases. Citations are used for mild infractions. In-house suspensions are used for most non-violent offenses. We have conflict managers assisting with the primary students. We have a school-wide "Caught-Cha Being Good" program in place. Our Student of the Month awards are motivating to our students.

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.

Other SARC Information

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

Adequate Yearly Progress (School Year 2013-14)

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.

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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

Class Size

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

School Leadership

Leadership at Creative Connections Arts Academy 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. Primary leadership duties are assumed by Principal Elaine Douglas. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Counseling & Support Staff (School Year 2013-14)

It is the goal of Creative Connections Arts Academy 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 Creative Connections Arts Academy.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments. Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014

Average Teacher Salaries	
School & District	
School	\$66,029
District	\$68,898
Percentage of Variation	-4.2%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-6.6%

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

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2012-13)

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

Teacher & Administrative Salaries (Fiscal Year 2012-13)

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

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,132
From Supplemental/Restricted Sources	\$280
From Basic/Unrestricted Sources	\$5,852
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	24.6%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	24.8%

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>.