



Twin Rivers Unified School District Morey Avenue Early Childhood Development

CDS Code: 34-76505-6032965

155 Morey Avenue, Sacramento, CA 95838

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2016-17 School Accountability Report Card Published in 2017-18 School Year

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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.

Principal's Message

Welcome! Our Early Head Start, Head Start, State Preschool, District Transitional Kindergarten and Traditional Kindergarten provide a safe, caring, nurturing and educational place for your child. We have wonderful staff who are professionally trained and dedicated to the education, health and well-being of your child and your family. We believe through the partnership of parents, families, teachers, and other child development staff, that we can achieve great things. The staff is committed to providing children with the best experiences possible through a developmentally based approach to learning. This means that our program is age and individually appropriate based on the social, emotional, physical, and academic needs of each child. We look forward to working with you and your child this year. We encourage you to continue to support your child by volunteering and visiting our program.

As you may know, we are a part of the Twin Rivers Unified School District (TRUSD). Your input at the District Board meetings, English Language Advisory Committee (ELAC) meetings, and District English Language Advisory Committee (DELAC) meetings are vital to our program. Please visit the TRUSD website at www.twinriversusd.org for more information and updates on District programs and policies. Please also visit our school website (www.twinriversusd.org/schools/morey_ave) for information about upcoming events and activities.

I look forward to meeting you and building a positive relationship that will ensure our community continues to build upon its melting pot of diversity that will transcend all of us in being lifelong, positive contributing members of society.

Thank you.

Dr. Tabitha Eaden Thompson, LCSW

Principal/Head Start Director

Morey Avenue School, Oakdale and Rio Linda Preschool Program

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Mission Statement

School Mission Statement:

To provide a culturally sensitive educational environment that enables children, families, and staff to grow to be strong, productive people in the community.

Twin Rivers Mission Statement:

To inspire each student to extraordinary achievement every day.

Twin Rivers Vision:

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

District & School Profile (School Year 2017-18)

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.

The Morey Avenue Early Childhood Development Center is one of the most innovative and progressive schools in the Twin Rivers Unified School District. We offer high quality education for children two to six years old. Our school provides both Early Head Start, Head Start and State preschool programs as well as Transitional Kindergarten (TK) and Kindergarten for students.

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	22.7%
American Indian or Alaska Native	-
Asian	29.5%
Filipino	-
Hispanic or Latino	27.3%
Native Hawaiian or Pacific Islander	9.1%
White	8.0%
Two or More Races	2.3%
EL Students	29.5%
Socioeconomically Disadvantaged	95.5%
Students with Disabilities	11.4%
Foster Youth	1.1%

School Enrollment & Attendance (School Year 2016-17)

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 the 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.

Morey Avenue Early Childhood Development Center had a beginning enrollment of 88 students in kindergarten for the 2016-17 school year.

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
K	83	89	88

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.

Teacher Assignment

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

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.

Teacher Credential Status				Misassignments/Vacancies				
	School			District	15-16	16-17	17-18	
	15-16	16-17	17-18		15-16	16-17	17-18	
Fully Credentialed	4	4	5	1256	Misassignments of Teachers of English Learners	0	0	0
Without Full Credentials	0	1	0	60	Misassignments of Teachers (other)	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43	Total Misassignments of Teachers	0	0	0
					Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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	Series	Adoption Year	From Most Recent Adoption	
TK	English/Language Arts	Houghton Mifflin		2013	Yes	
K	English/Language Arts	Houghton Mifflin Journeys		2017	Yes	
OK	History/Social Science	Pearson Scott Foresman		2006	Yes	
TK	Mathematics	Houghton Mifflin		2013	Yes	
K	Mathematics	Houghton Mifflin Go Math		2015	Yes	
K	Science	MacMillan/ McGraw Hill	CA Science	2007	Yes	

School Facilities & Safety (School Year 2017-18)

Morey Avenue ECDC was originally constructed in 1967. The campus is currently comprised of 15 classrooms, three playgrounds, one Special Education room, one counseling room, and one staff lounge. Recent renovations include the addition of outdoor shade structures and kitchen renovation.

Morey Avenue ECDC employs noon duty supervisors who along with teachers and the principal, supervise students before school and during their regularly scheduled breaks. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

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 half-time custodian ensures 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 2017-18 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

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

School Facility Conditions				
Date of Last Inspection: 03/07/2017				
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			Room 1A/Kinder - dirty vents blowing dust; P Room 9/Preschool - dirty vents; P Room 6/Psych, Speech Office - thermostat cover will not close.
Interior		X		Room 1B/Kinder - water stain ceiling tiles; Room 3B/Library - water stain ceiling tiles; Room 3C/Kinder - water stain ceiling tiles; P Room 7A/Preschool - laminate is missing around sink; P Room 4/Preschool - water stains ceiling tiles; RR - water stains ceiling tiles; Teachers Lounge - water stains ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)		X		Room 1A/Kinder - paint is chipping on door; Room 3A/Kinder - paint is chipping on trim; P Room 9/Preschool - paint is chipping on ramp; P Room 9/Preschool - paint is chipping on ramp; P Room 7B/Preschool - paint is chipping on ramp; P Room 6/Psych, Speech Office - paint is chipping on ramp; P Room 4/Preschool - paint is chipping on ramp.
Structural (Structural Damage, Roofs)	X			P Room 8/Preschool - dry rot/holes on ramp; P Room 7A/Preschool - dry rot/mildew around sink area; Kitchen - dry rot on east corner; Parking Lots - holes in asphalt at gate entry. Room 3A/Kinder - dry rot.
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

C. 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 school site.

Parent Involvement (School Year 2017-18)

PARENT AND COMMUNITY INVOLVEMENT

We believe effective parent involvement makes a positive difference in the educational success of children. With the increase of parental involvement, our goals of furthered success in academic areas will also be increased. Parents are anyone involved in the care of the child, including grandparents, aunts, uncles, siblings, family friends and guardians. Parents will be surveyed yearly to ascertain their interests and needs to help their children be more successful at school and at home. Our Parent Involvement plan will implemented over the next 3 years (2014-2017). It consists of:

- Communication
- Participation
- Education/Training

Communication:

Our priority is to communicate with parents to ensure they are informed about school events, student's progress and ways that they can assist with their child's educational journey.

- All parents and students are given a school handbook at the beginning of the year.
- An annual Title I meeting will be held to inform parents of the Title I services available to their children.
- Monthly calendars of school information and events will be sent home.
- Administration and/or office staff will communicate with parents via newsletters and/or automated telephone calls as needed.
- Teachers will send home monthly newsletters written by teachers and/or students.
- All teachers include positive calls home as part of their communication plan.
- As feasible, translation services will be provided for non-English speaking families.

Participation:

- Monthly student award assemblies will be held and parents will be invited to attend.
- Parents will be welcomed at cultural assemblies and schoolwide events held throughout the school year.

Education/Training:

- Parents will be invited to participate in trainings/workshops held at the school focusing on various subjects (i.e. Common Core State Standards, homework, literacy, mental health, etc.).

Parents who wish to participate in Morey Avenue Early Childhood Development Center's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (916) 566-3485

Contact Information

Contact Information for Morey Avenue Early Childhood Development Center (aka Morey Avenue School): 155 Morey Avenue, Sacramento, CA 95838, (916) 566-3485, Fax (916) 566-3486.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Our school created a Behavior Management Plan which is discussed and given to all parents during our parent orientations before school starts. The plan outlines the expectations for all students as well as consequences for making negative decisions. Students are reminded daily that the school environment must be positive and nurturing to ensure all students are given the best opportunity to succeed. Parents are advised that they can observe classrooms at anytime and constant communication with the teaching staff if desired so that the students' needs are met at all times. Our classrooms also utilize the Enlightened Discipline message of being kind, safe and clean at all times.

Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted. The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment).

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.00	0.98	0.00	0.00	0.00	0.00
District	7.71	7.78	7.10	0.02	0.00	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

Our school has a Safety Plan which is updated annually and reviewed with staff. Each year, all staff are trained on medication procedures, Child Abuse Reporting laws and Blood Borne Pathogens procedures. Each month, all staff and students practice a fire drill and evacuation procedures to ensure everyone is informed about the process in case of an emergency. The binders are located in the front office and Room 2 for parents to review if requested. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

D. 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.

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.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
15	16	17	15	16	17	15	16	17	15	16	17	
By Grade Level												
K	21	22	22	2	-	-	2	4	4	-	-	-

Counseling & Support Staff (School Year 2016-17)

Our school has a full-time Social Worker who services the mental health and behavioral needs of all students. The Social Worker completes classroom observations and assists teaching staff with strategies to ensure appropriate behavior is always demonstrated in the classrooms. The school also has four

Community Liaisons who assist with special diets and provides monthly nutrition activities for the classrooms as well as nutrition education for parents. The four Community Liaisons provide services/resources for parents as well as monthly parent trainings/meetings related to relevant topics such as budgeting, discipline approaches, safety strategies and transition practices. The school has a full-time Health Assistant on campus to assist with ensuring all students have a current physical and dental exam as well as provide parents information related to healthy practices, medication safety, etc.

The table lists the support service personnel available at Morey Avenue ECDC.

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Liaison	4	4.0
Health Assistant	1	1.0
Library Technician	1	0.375
Nurse	1	0.2
Psychologist	1	0.2
Social Worker	1	1.0
Speech/Language/Hearing Specialist	2	1.8

Homework

At Morey Avenue ECDC, homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. Intervention/tutoring programs are offered after school for students who demonstrate a need for additional assistance. Students who attend the afterschool program are provided assistance with their homework on a daily basis.

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2016-2017 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

Curriculum Development

Morey Avenue ECDC provides a balanced, comprehensive, and standards-aligned core curriculum to all students. Using standards aligned curriculum-embedded assessments, teachers plan and implement instruction and make informed modifications to continually improve their craft and advance student learning based on students' needs. Teacher collaboration is part of the school's commitment to academic excellence. Communication between teachers and the community starts at the pre-school level and continues through the articulation of sixth graders into the middle school.

The teaching staff of Morey Avenue ECDC meet annually and evaluate both parent and teacher surveys. Grade level teams meet monthly, and academic conferences are held each fall. Twice yearly, test scores are analyzed, instructional materials are evaluated and instructional techniques are shared.

Student Recognition

Every month, parents and staff with students participate in an Awards Assembly to celebrate students who have accomplished and demonstrated great characteristics. Students are celebrated for Perfect Attendance, improved academic skills, displaying great social skills and following school rules. Students are given certificates and their pictures are taken for our Awards Board in front of the school. During these assemblies, students' birthdays are also acknowledged.

Extracurricular Activities

Morey Avenue ECDC recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Morey ECDC include an after school extended day program.

Each year, students and their families are given the opportunity to explore other cultures, as Morey Avenue ECDC hosts a Multi-Cultural day. Students are encouraged to help build "villages," and both parents and children have the chance to gain a deeper cultural appreciation.

School Site Teacher Salaries (Fiscal Year 2015-16)

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

Average Teacher Salaries	
School & District	
School	\$61,093
District	\$73,962
Percentage of Variation	-17.4%
School & State	
All Unified School Districts	\$79,228
Percentage of Variation	-22.9%

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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		
2015-16		
	District	State
Beginning Teachers	\$45,390	\$47,808
Mid-Range Teachers	\$57,705	\$73,555
Highest Teachers	\$94,579	\$95,850
Elementary School Principals	\$101,037	\$120,448
Middle School Principals	\$105,044	\$125,592
High School Principals	\$112,069	\$138,175
Superintendent	\$260,000	\$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	5.0%	5.0%

District Expenditures (Fiscal Year 2015-16)

Based on 2014-15 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.

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,520
From Supplemental/Restricted Sources	\$1,057
From Basic/Unrestricted Sources	\$6,464
District	
From Basic/Unrestricted Sources	\$5,947
Percentage of Variation between School & District	8.7%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-1.7%

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 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
- CA Partnership Academies
- Charter School Fund
- EIA-SCE
- Gifted and Talented Education
- Medi-Cal
- Special Education
- Sustain Meaningful Arts
- Title I
- Title III
- Arts in Education
- Carl Perkins
- EIA-LEP
- Elementary and Secondary School Counseling Program
- Head Start
- Pupil Retention Block Grant
- State Lottery
- Targeted Instruction Improvement Block Grant**
- Title II