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# Twin Rivers Unified School District

## Kohler Elementary School

4004 Bruce Way, North Highlands, CA 95660 ♦ (916) 566-1850  
2007-08 School Accountability Report Card

### School Mission Statement

Our mission is to provide an environment of high expectations, where everyone strives for excellence and all students meet or exceed district standards.

### 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.

Kohler Elementary School had a beginning enrollment of 401 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	14.0%
American Indian	0.7%
Asian	3.0%
Caucasian	29.9%
Filipino	0.5%
Hispanic or Latino	51.9%
Pacific Islander	0.0%
Multiple or No Response	0.0%

### Discipline & Climate for Learning

Students at Kohler Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. We expect all students to follow the three R's. We are Respectful, Responsible and Ready to Learn. Consequences for not following school rules may include a warning, a parent conference, loss of recess, time out, or suspension.

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	73	59	34
Suspension Rate	16.8%	14.1%	8.5%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

### Student Recognition

Students receive special recognition in their classrooms, as well as at weekly respect assemblies, afternoon singing assemblies, and awards assemblies every trimester. Awards are intended to promote and recognize achievements including academic, behavior, and attendance. In addition, we have student leadership positions, awards given weekly for positive phone calls home, weekly awards for the character trait of the month, and a monthly lunch with students new to Kohler Elementary School, hosted by the principal, vice principal and school counselor.

## Extracurricular Activities

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

- Afterschool YMCA
- Sports

## 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 Kohler 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	65	63	64
1st	68	54	66
2nd	63	71	53
3rd	67	55	65
4th	48	59	51
5th	60	53	50
6th	64	62	52

## Class Size

Kohler Elementary School maintained a schoolwide average class size of 22.3 students and a pupil-to-teacher ratio of 20.0 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08	06	07	08
K	22	21	21	-	-	-	3	3	3	-	-	-
1	21	18	22	1	3	-	3	-	3	-	-	-
2	20	21	18	2	-	3	1	3	-	-	-	-
3	19	21	22	3	-	-	-	4	4	-	-	-
4	24	30	26	-	-	-	2	2	2	-	-	-
5	24	27	25	1	-	-	1	2	2	-	-	-
6	32	31	26	-	-	-	2	2	2	-	-	-
K-3	19	-	-	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. Kohler 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	0%	0%	0%
1	25%	100%	0%
2	67%	0%	100%
3	100%	0%	0%

## Curriculum Development

All curriculum development at Kohler 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	Houghton Mifflin	2004	Yes	0.0%



## Library & Computer Resources

All classrooms have at least four computers that are connected to the Internet. Kohler Elementary School also has a library media center with five computers available for student use. There is one laptop cart with 25 computers for teacher check out and two more laptop carts with 40 computers for the YMCA program. The library media center is staffed by a full-time Library Clerk. The library media center provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library media center on a weekly basis with their classes and are encouraged to visit before and at lunch. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	92	120	115
Students per computer	4.7	3.5	3.5
Classrooms connected to Internet	21	24	26

## 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

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.8
Instructional Coach	1	1.0
Library Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist	1	1.0
Speech and Language Specialist	1	0.4

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a full-time RSP teacher who provides instruction within the general education classroom and through pull-out groups.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction.

## Parent Involvement

Kohler Elementary School recognizes that parents/families are their children's first and most influential teachers and that continued parent/family involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/families in their children's education, the staff at Kohler does the following:

- Encourage parents/families to serve as volunteers in the school, attend student functions and school meetings, participate in site councils, and other advisory councils.
- Regularly communicate with families regarding events, homework, academics and behavior through a school wide weekly newsletter, individual classroom newsletters, the NTI phone calling system, monthly parent meetings, progress reports each trimester, and individual phone calls home and home visits.
- Offer parent/family educational opportunities including: the Latino Family Literacy Project, Community Based English Tutoring, weekly access to the Library Media Center, classes offered through Support Services around a variety of topics, and classes offered to our kindergarten and pre-school parents by our Curriculum Support Teacher focusing on literacy skills.
- Parent Classes are offered to parents of students in preschool through First 5.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Kohler Elementary at 566-1850.

## 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	21	28	19	21	8	19	31	51	34	26	21	43	24	36	48	29	37	37	26	30	52	29	48	53	22	25	41	32	34	55	5	13	34		
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	22	13	23	21	10	9	23	50	34	14	18	46	22	17	57	35	29	55	38	32	45	32	50	59	11	32	42	34	25	53	7	18	54		
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	20	41	16	23	5	30	42	53	35	38	25	41	26	50	38	20	44	25	18	27	59	25	47	46	31	13	39	29	41	58	3	4	15		
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	21	22	17	20	8	17	33	52	35	22	21	45	25	33	52	29	32	35	26	29	50	29	48	54	17	23	38	32	33	56	2	12	34		
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	*	45	*	25	*	*	*	45	*	*	*	*	27	*	*	*	36	*	42	*	*	*	36	*	*	*	*	*	*	20	*	*	*	*	*
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	15	17	11	8	14	35	58	37	11	18	38	24	25	45	35	19	41	16	35	52	35	53	63	17	21	29	33	25	55	6	6	30		
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	25	30	31	25	5	24	23	50	29	35	31	56	28	52	47	30	61	44	25	30	48	31	50	53	22	35	56	36	39	59	4	31	44		
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	*	*	*	*	*	*	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	18	*	*	*	*	*	*	*	*	*	*	*	*	*
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	18	21	8	14	0	17	22	25	19	17	0	*	5	13	36	32	28	29	24	30	52	28	33	57	11	6	*	21	6	36	0	20	*		
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.

## Physical Fitness

In the spring of each year, Kohler 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, 25.9% of fifth grade students were in the HFZ.

## Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Kohler Elementary School had 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

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

### API School Results

	05-06	06-07	07-08	2008 API Growth Score
	Statewide Rank	3	2	
Similar Schools Rank	6	5	4	
All Students				
Actual Growth	-12	16	38	729
Socioeconomically Disadvantaged				
Actual Growth	-2	8	41	725
Hispanic or Latino				
Actual Growth	-5	-13	62	723
Caucasian				
Actual Growth	-25	31	12	725
English Learners				
Actual Growth	-44	25	44	722

### Teacher Credential Status

	School		
	05-06	06-07	07-08
Fully Credentialed	23	22	21
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0

### Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<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 Kohler 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 Kelly Grashoff. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students needs and the school plan complies with district goals. Opportunities for leadership include:

- SSC
- ELAC
- Technology Committee
- BEST Committee
- Literacy Committee
- Leadership Team

## School Facilities & Safety

The school facilities contain 18 classrooms, two preschool classrooms, a multipurpose room, a library/media center, a staff lounge, and two playgrounds. Recent renovations include installing new carpet, document cameras and SMART boards to all classrooms.

School safety is a primary concern of Kohler 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 August 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.

### 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.

School Facility Conditions				
Date of Last Inspection: 09/12/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

**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	\$56,539
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	10.90%

**Teacher & Administrative Salaries**

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

**Expenditures & Services Funded**

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,838
From Restricted Sources	\$1,299
From Unrestricted Sources	\$4,538
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	14.38%

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

**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.