



Twin Rivers Unified School District Larchmont Elementary School

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2007-08 School Accountability Report Card

Doretha Hayes
Principal



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Board of Trustees

Janis Green
Michelle Rivas
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Superintendent

Mission Statement

The students at Larchmont School receive a well-rounded and exciting curriculum that meets their needs in both the academic and life skills areas of learning. We are a uniform school and have reduced class size in grades K-3, which creates a safe and caring campus environment.

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.

Larchmont Elementary School had a beginning enrollment of 346 students in grades kindergarten through sixth for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	17.1%
American Indian	1.4%
Asian	2.3%
Caucasian	31.2%
Filipino	0.3%
Hispanic or Latino	45.4%
Pacific Islander	2.3%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Larchmont Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Our student management program is based on the Larchmont Agreements: mutual respect, no put down, attentive listening and right to pass. All adults on staff follow these rules and the expectation is that all students do as well. The results of this school-wide program have shown dramatic reduction in student referrals and behavior problems. In addition, we use the Second Step Program for conflict resolution and BEST (Building Effective Schools Together) practices. The Larchmont campus is a safe and nurturing place for children and our parent survey reflects this with a 94 percent approval rating.

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	47	27	21
Suspension Rate	13.2%	7.8%	6.1%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

Student Recognition

Larchmont Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a schoolwide focus on achievement and citizenship. Students are recognized for the following:

- Academic Improvement
- Honor Roll
- Perfect Attendance

Extracurricular Activities

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

- Soccer

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 Larchmont 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	42	42	56
1st	52	59	44
2nd	47	52	51
3rd	54	53	55
4th	46	49	53
5th	53	47	45
6th	62	44	42

Class Size

Larchmont Elementary School maintained a schoolwide average class size of 17.9 students and a pupil-to-teacher ratio of 17.7 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	21	21	18	-	-	3	2	2	-	-	-	-	-
1	21	18	15	1	3	3	1	-	-	-	-	-	-
2	21	20	20	-	2	2	1	-	-	-	-	-	-
3	20	20	20	2	2	2	-	-	-	-	-	-	-
4	21	26	24	1	-	-	1	1	2	-	-	-	-
5	23	28	-	-	-	-	2	1	-	-	-	-	-
6	28	28	28	-	-	-	2	1	1	-	-	-	-
K-3	20	18	18	2	1	1	-	-	-	-	-	-	-
4-8	-	21	26	-	1	-	-	1	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. Larchmont 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%	100%
1	50%	100%	100%
2	0%	100%	100%
3	100%	100%	100%

Curriculum Development

All curriculum development at Larchmont Elementary School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Houghton Mifflin	2004	Yes	0.0%
K-6	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-6	History/Social Studies	Scott Foresman/ Prentice Hall	2007	Yes	0.0%
K-6	Mathematics	Scott Foresman	2002	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%

Library & Computer Resources

All classrooms have at least three computers that are connected to the Internet. Larchmont Elementary School also has a library media center with four computers available for student use. There is a laptop cart with 25 computers for teacher check out. 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 daily 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	74	74	136
Students per computer	4.8	4.7	2.5
Classrooms connected to Internet	74	74	21

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.

Counseling & Support Staff

In addition to academics, the staff at Larchmont 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 Larchmont Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Instructional Coach	1	1.0
Library Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	4	4.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.5

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.

Larchmont Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD).

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

Parent & Community Involvement

Our parents are involved through a variety of activities sponsored by the PTA and classroom teachers. In the classroom they are involved in the Home Reading Program, homework assistance, and as volunteers on fieldtrips. Parents assist the PTA with special projects, student store sales, and a variety of other fundraising activities. We also have active School Site Council members as well as English Learner Advisory Committee members.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Larchmont Elementary at 566-1890.

Physical Fitness

In the spring of each year, Larchmont 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, 16.3% students were in the HFZ.

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	06	07	08		
All Students																																		
School	17	26	32	28	21	24	47	61	49	33	40	33	29	32	40	35	42	50	50	50	42	77	77	72	39	40	44	25	23	26	23	31	39	
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	16	24	30	19	26	21	44	58	44	39	44	38	41	30	44	40	50	50	50	50	42	72	67	68	48	31	42	27	27	20	35	44	46	
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	17	27	35	41	15	27	48	69	54	25	38	21	19	36	38	28	35	50	50	42	38	80	75	30	45	46	23	14	31	10	24	23		
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	12	24	30	28	17	20	38	53	47	19	32	23	18	26	33	33	39	49	45	44	36	73	73	71	31	32	38	15	16	18	19	22	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	
Hispanic or Latino																																		
School	6	21	26	19	9	21	33	57	35	35	32	22	12	33	41	28	36	47	42	45	38	78	70	65	35	32	32	12	24	18	20	21	32	
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	35	33	50	35	35	31	68	67	62	31	50	50	47	33	45	59	43	50	71	75	50	84	86	85	50	50	58	47	27	42	25	50	50	
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	
English Learners																																		
School	*	6	36	13	*	6	*	*	27	*	*	*	9	*	*	*	31	50	44	*	31	*	*	45	*	*	*	18	*	*	*	*	*	*
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 AYP Criteria	No	
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API School Results	Yes	
Graduation Rate	N/A	

Academic Performance Index

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

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

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

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	5	5	3	
Similar Schools Rank	10	9	7	
All Students				
Actual Growth	8	-21	19	738
Socioeconomically Disadvantaged				
Actual Growth	5	-24	30	717
Hispanic or Latino				
Actual Growth	24	-35	40	709
Caucasian				
Actual Growth	37	-21	-10	772

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Larchmont Elementary had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	Teacher Credential Status		
	School		
	05-06	06-07	07-08
Fully Credentialed	21	22	20
Without Full Credentials	0	0	0
Working Outside Subject	0	0	0

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

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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.**

School	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 Larchmont 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 Doretha Hayes. 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
- PTA
- Leadership Team

School Facilities & Safety

The current facilities were built in 1955. There are 22 classrooms, a multipurpose room, a library/media center, a staff lounge, and two playgrounds.

School safety is a primary concern of Larchmont 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 September 2009.

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.

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).

Average Teacher Salaries	
School	
School	\$55,214
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	12.99%

School Facility Conditions				
Date of Last Inspection: 02/02/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Boys RR - Vent cover missing. Girls RR - Vent cover missing.
Windows/Doors/Gates/Fences (Interior and Exterior)		X		CI Rm #22 - Door needs painting. CI Rm#21 - Font door hinges loose, drapes torn. CI Rm #10 - Busted screen on window.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Kitchen-Cafeteria - Chipped tiles by door, wallpaper torn, ceiling tile missing above stage, accordion door torn, hole in wall by back door. CI Rm #22 - Cabinets need painting. CI Rm#21 - Cabinet needs painting. CI Rm #20 - Carpet is badly stained. CI Rm #1 - KDG - Faucet leaks on sink. CI Rm #17 - Swinging door needs repair. Boys RR - Peeling paint. Girls RR - Peeling paint.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage		X		CI Rm #3 - Portable needs painting. CI Rm #12 - Ramp to portable needs repair (handrails). CI Rm #11 - Dry rot on outside of portable.
Fire Safety	X			
Electrical (Interior and Exterior)	X			CI Rm #17 - Bulbs for lights out. Boys RR - Light cover missing.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			CI Rm#21 - H2O faucet leaks. CI Rm #10 - Leaky faucet on H2O fountain.
Restrooms		X		Staff RR - Faucet leaks.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)		X		Kitchen-Cafeteria - ceiling cracked and peeling. CI Rm#13 - Stained ceiling tiles. CI Rm #1 - KDG - Stained ceiling tiles. Staff RR - Stained Ceiling Tiles.
Playground/School Grounds			X	CI Rm #1 - KDG - Bark box in play area needs more fiber. Grounds - Black top walkway bet 2nd and 3rd wings needs repair, Playground area needs to be resurfaced.
Overall Cleanliness	X			

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Teacher & Administrative Salaries

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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	\$6,066
From Restricted Sources	\$1,804
From Unrestricted Sources	\$4,262
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	19.58%

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.

