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Twin Rivers Unified School District *Creative Connections Arts* *Academy*

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2007-08 School Accountability Report Card

School Mission Statement

We believe that the use of flexible scheduling, extended academic opportunities, low teacher-student ratio, and parental involvement, as well as, the focus on visual and performing arts will benefit all students.

District & School Profile

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.

Creative Connections Arts Academy had a beginning enrollment of 296 students in grades kindergarten through eight for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	15.9%
American Indian	0.3%
Asian	2.7%
Caucasian	57.1%
Filipino	0.3%
Hispanic or Latino	23.3%
Pacific Islander	0.3%
Multiple or No Response	0.0%

Discipline & Climate for Learning

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

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	0	0	9
Suspension Rate	0.0%	0.0%	3.0%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

Students Recognition

Creative Connections Art Academy's student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. Students are recognized for their achievements in academics and behavior at awards assemblies.

Extracurricular Activities

Creative Connections Art Academy recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Creative Connections Art Academy include the following: Basketball and Soccer Leagues, dance, drama, choir, band, and spirit leaders.

School Attendance & Enrollment

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

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

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

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

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	10	10	21
1st	10	10	19
2nd	11	20	25
3rd	9	20	32
4th	15	27	33
5th	26	28	32
6th	15	31	29
7th	30	59	62
8th	-	31	43

Class Size

Creative Connections Art Academy maintained a schoolwide average class size of 23.8 students and a pupil-to-teacher ratio of 21.9 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
2	-	20	17	-	1	1	-	-	-	-	-	-
3	-	20	20	-	1	1	-	-	-	-	-	-
4	-	27	33	-	-	-	-	1	-	-	-	1
5	-	28	32	-	-	-	-	1	1	-	-	-
6	-	31	29	-	-	-	-	1	1	-	-	-
7	30	30	31	-	-	-	1	2	2	-	-	-
8	-	31	22	-	-	1	-	1	1	-	-	-
K-3	20	20	17	2	1	3	-	-	-	-	-	-
4-8	32	-	-	-	-	-	2	-	-	-	-	-



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. Creative Connection Arts Academy 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
2	0%	100%	100%
3	0%	100%	100%

Curriculum Development

All curriculum development in the Twin Rivers Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly, to align with the state standards, district goals, and the statewide assessment program.

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
7th-8th	English/ Language Arts	Holt	2003	Yes	0.0%
K-6	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-8	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
6th-7th	History/Social Science	Holt	2006	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2006	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%
K-6	Mathematics	Scott Foresman	2001	Yes	0.0%
K-5	Science	Harcourt	2000	Yes	0.0%
6th	Science	Holt	2001	Yes	0.0%
7th-8th	Science	Prentice Hall	2001	Yes	0.0%

Additional Internet Access/Public Libraries

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

Library & Computer Resources

Creative Connection Arts Academy has a library media center with 32 computers available for student use. There is also two laptop carts with 20 computers available for teacher check out. The library media center is staffed by a part-time Library Clerk and media technician. 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. 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	57	32	37
Students per computer	2.2	7.4	8.0
Classrooms connected to Internet	17	8	16

Counseling & Support Staff

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Curriculum Support Teacher	1	1.0
Health Aide	1	0.8
Counselor	1	0.2
Library Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	0.5
Speech/Language/Hearing Specialist	1	0.2

Parent Involvement

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Creative Connections Arts Academy at 566-1870.

Physical Fitness

In the spring of each year, Creative Connections Art Academy is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year, 28.1% of fifth grade students and 12.9% of seventh 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, Creative Connections Arts Academy had 14 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	5	9	14
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.**

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%

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, Social Science, 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			2			3			4			5			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
	All Students																										
School	0	70	44	0	60	51	61	64	87	63	76	60	0	85	76	0	90	79	31	84	71	52	52	60	52	44	59
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
	Males																										
School	*	*	*	*	*	45	*	*	82	*	*	55	*	*	*	*	*	82	*	*	64	*	*	82	*	*	64
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
	Females																										
School	*	71	53	*	58	55	*	68	90	61	71	62	*	93	67	*	83	77	*	84	75	56	35	48	50	35	57
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
	Socioeconomically Disadvantaged																										
School	*	*	45	*	*	43	*	62	*	*	55	47	*	*	64	*	*	71	*	77	*	*	27	65	*	9	65
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
	Caucasian																										
School	*	83	47	*	*	47	*	57	100	72	78	63	*	83	80	*	*	84	*	71	87	56	61	63	56	44	63
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science						Social Science					
	6			7			8			6			7			8			8											
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
	All Students																													
School	66	80	75	60	58	71		63	68	46	52	66	44	43	60			63		24	37									
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36									
	Males																													
School	*	*	83	*	44	75		*	64	*	*	92	*	33	63			64		*	36									
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39									
	Females																													
School	83	75	71	65	65	70		79	70	58	46	47	56	48	58			63		29	37									
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35									
	Socioeconomically Disadvantaged																													
School	*	91	58	58	41	66		65	62	*	55	50	33	41	50			57		18	33									
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22									
	Caucasian																													
School	*	76	77	55	72	74		59	81	*	62	68	41	55	65			69		18	35									
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53									

*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)		
	School	
Met Overall AYP	Yes	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	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	B	8	8	
Similar Schools Rank	B	10	10	
All Students				
Actual Growth	B	12	12	845
Socioeconomically Disadvantaged				
Actual Growth	-	-	16	816
Caucasian				
Actual Growth	-	-1	15	859

B- The school did not have a valid 2007 Base API and will not have any growth or target information.

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 Facilities & Safety

Creative Connections Arts Academy was originally constructed in 1965. The campus is currently comprised of 12 classrooms, a library/media center, art gallery, Multipurpose Room/Performing Arts Center, music room, book room, dance studio, and three playgrounds.

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

The safety of students and staff is a primary concern at Creative Connections Arts Academy. The School Site Safety plan is evaluated and revised annually each fall by administrators and members of the School Site Council; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, as well as lockdown and evacuation procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Plan was last updated and reviewed with staff in August 2008.

The table shows the results of the most recent school facilities inspection (as of March 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. 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 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 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. Please see the district for a complete list of deferred maintenance projects.

School Facility Conditions				
Date of Last Inspection: 02/06/2009				
Overall Summary of School Facility Conditions: Good				
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			Class #1 - Repair exterior dorr closure.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		Boys RR Bldg C - Repair holes in wall and chipping paint. Boys RR Bldg D - Repair chipped paint on ceiling.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Girls RR Bldg D - Repair cracked commode.
Fire Safety	X			
Electrical (Interior and Exterior)		X		Boys RR Bldg D - Replace burned out light. Kitchen Bldg A - Replace missing light diffuser.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms		X		Class #1 - Repair wall board in restroom.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds				Not Evaluated
Overall Cleanliness	X			

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). ***Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.***

Average Teacher Salaries	
School	
School	\$57,501
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	9.39%

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,974
From Restricted Sources	\$0
From Unrestricted Sources	\$4,974
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	6.15%

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.

