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# Twin Rivers Unified School District Rio Linda Elementary School

**631 L Street, Rio Linda, CA 95673 ♦ (916) 566-1920**  
**2008-09 School Accountability Report Card**

### Mission Statement

Rio Linda Elementary is a community of learners who take pride in creating high quality work and putting forth their best efforts at all times. Academic success is not fully realized unless there is a team approach to learning. We know we could not achieve these results alone. Parents, students, and all staff members at Rio Linda Elementary contribute to ensuring our students' success. Rio Linda is a small school with a big heart. We focus on three core expectations around our campus, be safe, be respectful, and be responsible.

### 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. Started 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.

Rio Linda Elementary School had a beginning enrollment of 344 students in grades kindergarten through six for the 2008-09 school year. Student demographics are illustrated in the chart. Rio Linda Elementary School is a small school with a big heart. The focus is on three core expectations around the campus, be safe, be respectful, and be responsible. Those expectations shine throughout the classrooms, halls, and playground. The Dragon Skill and Second Step programs teach skills that foster and develop self-responsibility, empathy for others, and awareness of one's actions. Rio Linda Elementary School's campus also is home to students with autism and other severe disabilities. The community has embraced all students and it shows. The staff and parents have high expectations that help students to achieve their very best.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	3.8%
American Indian	0.3%
Asian	5.8%
Caucasian	64.2%
Filipino	0.9%
Hispanic or Latino	14.0%
Pacific Islander	0.9%
Multiple or No Response	10.2%

### Discipline & Climate for Learning

Students at Rio Linda Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Rio Linda Elementary School discipline program is to help students learn and choose appropriate behavior to maximize learning and safety. Rio Linda Elementary School has three main expectations, be safe, be respectful, and be responsible. Each area around campus has rules that are explained under each of the three expectations. The teachers used their PE times during the first three weeks of school to teach all playground games, rules and expectations. If students choose not to follow the school expectations, then appropriate consequences are given: time-outs, office referrals, parent conferences, and in more severe cases, suspension (in and out of school) may be assigned.

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 two of 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			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	32	36	18	0	0	10898
Suspension Rate	9.4%	10.3%	5.2%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

## 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 Rio Linda 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

	2006-07	2007-08	2008-09
K	44	46	52
1st	44	38	47
2nd	46	54	39
3rd	49	48	53
4th	43	57	45
5th	62	48	59
6th	52	60	49

## Class Size

Average class sizes vary by grade level and subject area taught. 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		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	21	2	1	-	-	1	2	-	-	-
1	18	18	21	2	1	1	-	-	1	-	-	-
2	21	21	17	1	1	2	1	1	-	-	-	-
3	20	18	20	2	3	1	-	-	1	-	-	-
4	27	29	27	-	-	-	1	1	1	-	-	-
5	26	28	26	-	-	-	2	2	1	-	-	-
6	23	25	25	-	-	-	2	2	2	-	-	-
K-3	-	19	21	-	1	-	-	-	1	-	-	-
3-4	20	19	-	1	1	-	-	-	-	-	-	-
4-8	-	-	24	-	-	-	-	-	2	-	-	-

### CSR Participation

	2006-07	2007-08	2008-09
K	100%	50%	0%
1	100%	100%	50%
2	50%	50%	100%
3	100%	100%	50%

## 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. Rio Linda Elementary School 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.

## Instructional Materials

Twin Rivers Unified School District held a public hearing in October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All teachers have the opportunity to review the materials. 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	History/Social Studies	Pearson Scott Foresman	2007	Yes	0.0%
K-6	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%

## Curriculum Development

All curriculum development at Rio Linda 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.

## 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

It is the goal of Rio Linda Elementary School 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 Rio Linda Elementary School.

In order to meet the needs of each student, Rio Linda Elementary School has put into place several interventions. Each grade level, 2nd through 6th grades, will hold after school language arts or math intervention groups that meet for 2 hours a week. Students are invited to attend when they are not meeting grade level standards in language arts or math. The intervention strategies include small group reading instruction, word work, and writing instruction, and preteaching/review of math concepts. During the school day we have also added an intervention for our English Learner students. Students at the Beginning, Early Intermediate, and Intermediate proficiency levels are grouped according to this level and then participate in a 40-minute a day reading and ELD intervention.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The support staff develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in one of the Special Day Classes for the Severely Handicapped, the Resource Specialist Program, and/or sessions with the Speech/Language Specialist.

## 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 two of 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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Rio Linda Elementary School at 916-566-1920.

## Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	0.5
Curriculum Support Teacher	1	1.0
Health Assistant	1	0.30
Instructional Coach	1	1.0
Librarian/library media teacher	1	0.5
Nurse	1	0.2
Paraeducator for the Severely Handicapped	8	5.5
Psychologist	1	0.83
Resource Specialist	1	1.0
RSP Aide	1	0.75
SDC Aide	8	6.0
Special Day Class (SDC) Teacher	4	4.0
Speech and Language Specialist	1	1.0
Student Support Tutors	2	1.0

## 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, 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 two of 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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	34	44	48	*	*	38	43	46	50
Mathematics	31	46	53	*	*	35	40	43	46
Science	23	45	36	*	*	34	38	46	50
History/Social Science	*	*	*	*	*	25	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	54	23	*	*
American Indian	*	*	*	*
Asian	33	60	*	*
Filipino	*	*	*	*
Hispanic or Latino	37	54	*	*
Pacific Islander	*	*	*	*
Caucasian	53	56	36	*
Males	47	55	38	*
Females	50	52	35	*
Socioeconomically Disadvantaged	39	47	32	*
English Learners	20	39	17	*
Students with Disabilities	39	17	27	*
Migrant Education	*	*	*	*

*\*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 two of 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	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

## Parent & Community Involvement

Parents make important contributions to our school in many ways. The first is through our School Site Council as elected representatives and our English Learner Advisory Committee. These two opportunities give parents input and guidance into the program and budget aspects of our school. The Rio Linda Elementary PTA also serves as a strong method to become an active part of our school. Throughout the year, the PTA helps organize activities and fundraisers that benefit our students and families.

## 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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	3	4	
Similar Schools Rank	1	1	5	
All Students				
Actual Growth	12	46	13	765
Socioeconomically Disadvantaged				
Actual Growth	27	31	26	737
Caucasian				
Actual Growth	12	44	21	779
English Learners				
Actual Growth	-	-	-	708

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

### Physical Fitness

In the spring of each year, Rio Linda 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 2008-09 school year, 12.5% of fifth grade students were in the HFZ.

### Teacher Assignment

Twin Rivers Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Rio Linda Elementary School had 17 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Misassignments/Vacancies			
	07-08	08-09	09-10
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

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.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	20	21	17	1489
Without Full Credentials	0	0	1	36
Working Outside Subject	0	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.

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%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

### School Leadership

Leadership at Rio Linda Elementary 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 Paula Roach. 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.

### 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 an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Demonstrates Effective Instructional Techniques and Strategies, Establishes and Maintains Suitable Learning Environment, Adherence to District Curricular Objectives, Demonstrates Effective Instructional Techniques and Strategies, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

Teachers and other certificated staff members build teaching skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2008-2009 school year, the Twin Rivers District offered 3 non-student professional development days for elementary teachers and 5 non-student days for secondary teachers. The professional development sessions focused on a broad range of topics including California state core subjects, research-based differentiated teaching strategies, technology and increasing student achievement.

## School Facilities & Safety

Rio Linda Elementary School has 20 classrooms, a multipurpose room, a library/media center, a staff lounge, three playgrounds, and a learning center.

School safety is a primary concern of Rio Linda 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 2009.

### 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 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% 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.

Finally, parents and community members are always invited to volunteer in classrooms or around the school. There are always many tasks to be done and assistance is needed in many ways, such as fieldtrip chaperones, room parents, parent readers, organizing and helping with special classroom projects, and organizing and assisting with school wide events, just to name a few. However, the largest impact parents make is letting their children know how important an education is and expecting their children's best everyday, both socially and academically.

School Facility Conditions				
Date of Last Inspection: 07/08/2009				
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			
Interior	X			Room 21 - ceiling tiles stained.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Fountains - Next to room 5-dirty.
Electrical	X			Library - Lights Out.
Restrooms/Fountains		X		Boys RR - Leaking urinal. Boys Restroom - No soap. MP Hall - No toilet paper.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	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 2007-08 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for two of 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 & Administrative Salaries

*Since the district opened in the 2008-09 school year there is no district data reported for two of 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 & District	
School	\$53,161
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-



## Expenditures & Services Funded

Based on 2007-08 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 two of 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	\$7,158
From Restricted Sources	\$2,817
From Unrestricted Sources	\$4,341
District	
From Unrestricted Sources	\$4,404
Percentage of Variation between School & District	1.43%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	21.24%

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

- Targeted Instruction Improvement Block Grant\*\*
- PE Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Comprehensive Student Support
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- School Counselor Program
- State Lottery
- English Language Acquisition Program
- Title IV
- Parent Involvement
- Title I
- Charter School Fund
- Title III
- Reading First
- State Compensatory Education
- Pupil Retention Block Grant

\*\*Effective 08/09

## Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2008-09 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.

