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# Twin Rivers Unified School District Rio Linda Junior High School

**1101 G Street, Rio Linda, CA 95673 ♦ (916) 286-1601**

## 2007-08 School Accountability Report Card

### School Mission Statement

It is the mission of Rio Linda Junior High to inspire all students to extraordinary achievement every day.

### 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.

Rio Linda Junior High School had a beginning enrollment of 637 students in grades seven and eight for the 2007-08 school year. Student demographics are illustrated in the chart.

### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	10.8%
American Indian	0.5%
Asian	7.8%
Caucasian	54.3%
Filipino	0.8%
Hispanic or Latino	21.5%
Pacific Islander	0.3%
Multiple or No Response	4.1%

### Discipline & Climate for Learning

Rio Linda Junior High School fosters an atmosphere that is conducive to learning, both on campus and at school related activities. The school places emphasis on the safety and well being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies, dress code, attendance, and disciplinary procedures, are sent home to parents and students each summer. The rules, policies and procedures are reviewed at the beginning of school each year with the students as well as correspondence sent home to parents.

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. Suspensions are a last resort consequence unless the education code states otherwise. Our primary goal in rehabilitating student behavior is to keep them on campus. **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	196	351	365
Suspension Rate	33.8%	54.3%	56.9%
Expulsions	2	5	2
Expulsion Rate	0.3%	0.8%	0.3%

### Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Student body assemblies are held each quarter to recognize students who exhibit positive behavior and academic achievement. The school also sponsors music assemblies and awards students with perfect attendance for the entire school year.

## Extracurricular Activities

Rio Linda Junior High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Rio Linda Junior High School include the following:

- American Sign Language Club
- Drumming Club
- Flag Football
- Basketball
- Volleyball
- Wrestling

## 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 Junior High 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
7th	295	333	295
8th	285	314	346

## Class Size

Rio Linda Junior High School maintained a schoolwide average class size of 25.9 students and a pupil-to-teacher ratio of 21.8:1 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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	28	24	24	9	13	13	6	21	14	12	3	7
Mathematics	31	27	28	3	6	2	8	26	25	11	4	7
Science	24	28	30	1	3	1	2	10	9	1	4	6
Social Science	31	26	28	2	5	2	1	14	11	10	1	4

## Curriculum Development

Rio Linda Junior High School is a comprehensive junior high school providing access to California State Content Standards in all core subjects. Students are provided intervention through the use of a support class that teaches underlying skills which may need reinforcing in order for the student to be successful in their standards-based class. Student learning is monitored in an ongoing basis through a variety of formative benchmark assessments. Most classes have also established Quarter and Semester tests which are tied to the California State Content Standards and are mapped to their formative assessments to ensure that students are learning the content being taught.

## 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	History/Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2002	Yes	0.0%
7th	Mathematics	SRA (Open Court)	2005	Yes	0.0%
7th-8th	Reading Language Arts	McDougal Littell	2003	Yes	0.0%
7th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%

## Library Information

The school's library, staffed by a full-time Library Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Five computer workstations within the library are connected to the Internet so students are able to access resources and information online.



## Computer Resources

All classrooms have at least 3 computers that are connected to the Internet. Rio Linda Junior High School also has two computer labs, one with 32 computers and the other with 24 computers in them. There is also a computer cart with 20 laptops available for teacher check out. 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	121	137	137
Students per computer	4.8	4.7	4.6
Classrooms connected to Internet	25	137	137

## 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 Rio Linda Junior High 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 counselor to pupil ratio is 1:319. The chart lists support staff that are available to all students at Rio Linda Junior High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
Library Technician	1	1.0
Nurse Assistant	1	1.0
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	2.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.5

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, the Resource Specialist Program, and/or sessions with the Speech/Language Specialist.

For students whose primary language is not English and who have limited proficiency in English, Rio Linda Junior High School offers support to better prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). A three-period block of English Language Development instruction is offered during the day to help students achieve fluency in English.

## Parent & Community Involvement

Parents play an integral role at Rio Linda Junior High School through participation and involvement in the School Site Council, the Booster's Club, English Language Advisory Committee (ELAC) and District Advisory Committee. Parents are also encouraged to volunteer in classrooms, school activities and as field trip chaperones.

## Contact Information

Parents who wish to participate in Rio Linda Junior High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 286-1400.

## Physical Fitness

In the spring of each year, Rio Linda Junior High School is required by the state to administer a physical fitness test to all students in seventh 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, 17.8% students of the seventh grade 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, Science, and Social 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>.

## 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	In PI
First Year in PI	2003-2004
Year in PI (2008-09)	Year 5
# 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.**

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science			Social Science					
	7			8			7			8					
	06	07	08	06	07	08	06	07	08	06	07	08			
All Students															
School	30	22	30	24	34	26	32	20	26	19	33	36	14	28	25
State	43	46	49	41	41	45	41	39	41	38	42	52	34	35	36
Males															
School	21	21	23	20	29	25	31	22	22	22	32	41	15	29	29
State	38	42	44	37	37	41	41	39	42	41	45	54	36	36	39
Females															
School	36	23	37	29	40	28	33	18	31	16	34	31	12	27	20
State	48	51	54	45	46	50	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged															
School	26	21	25	21	33	23	32	20	26	19	31	33	11	28	22
State	28	31	34	25	26	30	27	27	30	23	29	39	19	20	22
African American															
School	38	10	10	12	35	17	46	10	17	8	30	24	0	30	10
State	29	32	35	27	27	31	22	22	24	21	25	35	19	20	22
Asian															
School	29	35	25	17	32	33	46	50	40	14	36	52	14	32	30
State	67	71	73	62	64	69	72	69	71	65	70	78	58	62	64
Filipino															
School	23	*	*	*	17	*	27	*	*	*	33	*	*	22	*
State	60	66	67	54	56	63	58	57	59	52	58	70	46	49	53
Hispanic or Latino															
School	24	12	23	14	29	11	29	17	25	10	20	21	7	19	11
State	28	32	34	25	26	31	28	27	30	23	28	38	20	21	23
Caucasian															
School	31	25	34	30	38	33	31	20	26	25	36	42	18	30	31
State	63	66	68	62	62	63	58	54	57	55	60	70	51	52	53
Students with Disabilities															
School	8	3	11	3	3	0	16	0	4	3	6	0	0	6	0
State	11	12	12	9	10	11	10	9	12	11	13	17	10	10	11
English Learners															
School	14	4	11	17	16	3	25	18	23	9	12	13	12	5	3
State	9	10	10	6	6	8	13	13	14	9	12	18	6	6	6

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

### Adequate Yearly Progress (AYP)

Met Overall AYP	School	
	English - Language Arts	Mathematics
Met Overall AYP	No	
Participation Rate	Yes	Yes
Percent Proficient	No	No
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				2008 API Growth Score
	05-06	06-07	07-08	
Statewide Rank	2	2	2	
Similar Schools Rank	1	1	1	
All Students				
Actual Growth	16	10	-6	645
Socioeconomically Disadvantaged				
Actual Growth	28	3	-20	620
Hispanic or Latino				
Actual Growth	-18	9	-7	595
Caucasian				
Actual Growth	25	9	5	664
English Learners				
Actual Growth	6	-	-	616

## Teacher Assignment

Twin Rivers Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Rio Linda Junior High School had 24 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	24	29	24
Without Full Credentials	24	2	5
Working Outside Subject	0	0	4

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
<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		
School	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.1%	0.9%

## 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.

In addition to the districtwide professional days, on a weekly basis, each school has a "late start" day in which the first 90 minutes of the day are devoted to instructional improvement; furthering California Standards instruction, implementation of instructional best practices and training for specific student populations including Special Education, Gifted and Talented and English Learners. Instructional Para educators are included in this weekly target audience of instructional professional development.

## School Leadership

Beginning in the school year 2006-07 Harjinder Mattu assumed the leadership of the school. Mr. Mattu's prior professional experiences include working as a vice principal at Highlands High School and Sacramento High School. Prior to that Mr. Mattu taught English at high school and community college level. Leadership at Rio Linda Junior High is a responsibility shared between site administrators, staff and parents. Staff members participate on department teams. Opportunities for leadership include:

- School Site Council
- Site Leadership Team

## School Facilities & Safety

The current facilities were built in 1954, and consist of 31 classrooms, a gym, a library, two computer rooms, and a staff lounge.

The Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. In the fall of 2007 the district safety plan was revised. The new plan was approved by the district board, principals were trained, each site completed and submitted for approval a new school level plan, and school staffs were trained.

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. Three custodian 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 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: 06/27/2007				
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			

## 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	\$54,951
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	13.41%

## 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	\$6,464
From Restricted Sources	\$1,807
From Unrestricted Sources	\$5,657
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	6.74%

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.

