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# Twin Rivers Unified School District Rio Linda Junior High School

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

## 2008-09 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. 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 Junior High School had a beginning enrollment of 550 students in grades seven and eight for the 2008-09 school year. Student demographics are illustrated in the chart.

### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	10.9%
American Indian	0.2%
Asian	8.2%
Caucasian	51.6%
Filipino	1.5%
Hispanic or Latino	22.2%
Pacific Islander	0.5%
Multiple or No Response	4.9%

### 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 wellbeing 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 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	351	365	229	0	0	10898
Suspension Rate	54.3%	56.9%	41.6%	0.0%	0.0%	35.2%
Expulsions	5	2	2	0	0	64
Expulsion Rate	0.8%	0.3%	0.4%	0.0%	0.0%	0.2%

### 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

## 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.

## 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

	2006-07	2007-08	2008-09
7th	333	295	278
8th	314	346	272

## 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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	24	24	23	13	13	11	21	14	19	3	7	1
Mathematics	27	28	24	6	2	8	26	25	17	4	7	1
Science	28	30	28	3	1	1	10	9	15	4	6	-
Social Science	26	28	27	5	2	2	14	11	13	1	4	2

## 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 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
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%

## 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 1:274. The chart lists support staff that are available to all students at Rio Linda Junior High School.

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.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Health Assistant	1	1.0
Instructional Coach	1	1.0
Library Technician	1	1.0
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.5
SDC Aide	3	2.25
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.5

## 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			2009 API Growth Score
	06-07	07-08	08-09	
Statewide Rank	2	2	1	
Similar Schools Rank	1	1	1	
<b>All Students</b>				
Actual Growth	10	-6	48	686
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	3	-20	50	664
<b>Hispanic or Latino</b>				
Actual Growth	9	-7	84	668
<b>Caucasian</b>				
Actual Growth	9	5	35	694
<b>English Learners</b>				
Actual Growth	-	-	86	695
<b>Students with Disabilities</b>				
Actual Growth	-	-	-	399

## 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	In PI	Not in PI
First Year in PI	2003-2004	-
Year in PI (2009-10)	Year 5	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

## 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	28	28	38	*	*	38	43	46	50
Mathematics	23	22	38	*	*	35	40	43	46
Science	33	37	45	*	*	34	38	46	50
History/Social Science	28	25	31	*	*	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	30	26	38	23
American Indian	*	*	*	*
Asian	41	59	46	29
Filipino	*	*	*	*
Hispanic or Latino	28	34	35	19
Pacific Islander	*	*	*	*
Caucasian	44	39	50	37
Males	30	34	50	32
Females	46	43	40	30
Socioeconomically Disadvantaged	33	36	40	24
English Learners	26	36	31	17
Students with Disabilities	11	7	16	5
Migrant Education	*	*	*	*

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

## 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	Yes	No	Yes	Yes
Participation Rate	Yes	No	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

## 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 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 2008-09 school year, 10.8% of seventh grade students were in the HFZ.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.8%	28.7%	10.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			



## 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.

## Teacher Assignment

Twin Rivers Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Rio Linda Junior High School had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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%

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	29	24	22	1489
Without Full Credentials	2	5	5	36
Working Outside Subject	0	4	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			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	5
Misassignments of Teachers (other)	0	0	2
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>7</b>
Vacant Teacher Positions	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 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.

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.

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.

### 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 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 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 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. Please see the district for a complete list of deferred maintenance projects.

## 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.

## 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.*

Average Teacher Salaries	
School & District	
School	\$54,951
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

## School Facility Conditions

Date of Last Inspection: 07/06/2009

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 30 - Floors dirty. Room 31 - Floors dirty, graffiti. Room 41 - Floors are dirty.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Room 15 - Two lights out. Library - Two lights out. Room 22 - Two lights out. Room 43 - Light out. Gym - Light out. Multipurpose Room - 13 lights out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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.

## 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.

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

Expenditures per Pupil	
<b>School</b>	
Total Expenditures Per Pupil	\$6,717
From Restricted Sources	\$2,280
From Unrestricted Sources	\$4,437
<b>District</b>	
From Unrestricted Sources	\$4,661
Percentage of Variation between School & District	4.81%
<b>State</b>	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.50%

## 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.

