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Twin Rivers Unified School District Rio Tierra Junior High School

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2007-08 School Accountability Report Card

School Mission Statement

Our purpose is to provide the educational opportunities needed to meet the challenges of today's world of higher education and future careers. Rio Tierra Junior High recognizes each student as unique and special and the education we provide will last a lifetime!

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 Tierra Junior High School had a beginning enrollment of 513 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	17.9%
American Indian	1.0%
Asian	10.5%
Caucasian	11.3%
Filipino	0.8%
Hispanic or Latino	47.7%
Pacific Islander	1.2%
Multiple or No Response	9.7%

Discipline & Climate for Learning

Rio Tierra Junior High School fosters an atmosphere that is conducive to learning, both on campus and at 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 that outline the dress code, attendance, school rules, and disciplinary procedures are sent home to parents and students each summer and are printed in binder dividers and in the school planners which are distributed free of charge to students. A booklet delineating parents and students rights is disseminated in September of every year after the rights are explained in an assembly. These rules are reviewed at the Back to School Night, as well as in the school newsletter, and in memos sent home to parents. Rio Tierra maintains an active Student Success Team (SST). The SST typically meets over 200 times per year. The SST is comprised of a faculty chairperson, the attendance and behavior specialist, and various staff members. The SST meets with parents and students to assist them in being more successful in school.

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	465	477	509
Suspension Rate	67.3%	76.3%	99.0%
Expulsions	3	4	2
Expulsion Rate	0.4%	0.6%	0.4%

Student Recognition

Rio Tierra Junior High School is proud of its Renaissance program which was established to recognize and reward student achievement and behavior. In 2005-06 and 2006-2007 over 2,500 individual rewards were given out to students. The recipients enjoyed special assemblies that recognized them for their academic achievements. They also enjoyed pizza parties, ice cream socials, and coupons for the snack bar, passes to go to the front of the lunch line, passes to go to lunch two minutes early and many other forms of recognition.

Students are recognized for academic achievement for grade point averages: Gold is given for grade point averages between 3.5 and 4.0; Silver is granted for grade point averages between 3.0 and 3.49; Bronze is awarded for averages between 2.5 and 2.99; Copper is awarded for students who improve their grade point averages by at least .5.

Extracurricular Activities

Ample opportunities exist for students to participate in extra-curricular activities in interscholastic sports, club activities, band, computers, woodshop, drafting, and monthly night activities such as dances, Mock Rock, talent shows, and movie nights.

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	373	275	234
8th	318	350	280

Class Size

Rio Tierra Junior High School maintained a schoolwide average class size of 21.1 students and a pupil-to-teacher ratio of 17.7:1 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	21	19	22	26	31	15	19	13	13	-	-	1
Mathematics	23	22	20	15	21	25	23	22	11	-	-	-
Science	23	21	23	7	10	6	13	10	9	-	-	-
Social Science	23	21	24	9	11	7	11	10	9	-	-	-

Curriculum Development

Rio Tierra 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.

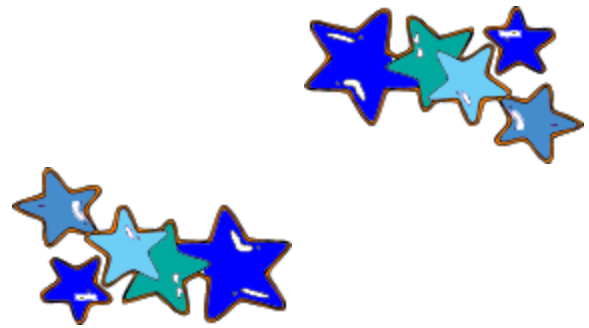
Instructional Materials

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 over 11,000 educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. 20 computer workstations within the library are connected to the Internet so students are able to access resources and information online. Students are encouraged to read through the Accelerated Reader Program. Students read at least 15 minutes daily in their fourth period classes. They take tests based on the books that they read in class which earns them points. Rewards are given to students for reaching their reading goals.



Computer Resources

All classrooms have at least 6 computers that are connected to the Internet. Rio Tierra Junior High School also has six computer labs with at least 36 computers in each. The computer labs are 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. Students have been trained Accelerated Reader, Classworks, Microsoft Publisher, Microsoft Office, Brain Prompt, and other programs.

Computer Resources			
	05-06	06-07	07-08
Computers	270	322	150
Students per computer	2.6	1.9	3.4
Classrooms connected to Internet	124	40	30

Additional Internet Access/Public Libraries

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

Counseling & Support Staff

In addition to academics, the staff at Rio Tierra 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 1:513. The chart lists support staff that are available to all students at Rio Tierra Junior High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Health Aide	1	1.0
Library Technician	1	1.0
Outreach Consultant	1	1.0
Psychologist	1	0.5
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 Tierra 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.

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

Parent & Community Involvement

Parents play an important role at Rio Tierra Junior High School through participation in school committees and activities. Parents may join the School Site Council and the English Language Advisory Committee (ELAC). The principal also holds a monthly conference that parent may attend.

Contact Information

Parents who wish to participate in Rio Tierra 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 Tierra 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, 30.0% of seventh grade students were in the HFZ.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

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	2004-2005
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	26	31	33	29	28	37	29	29	25	37	46	42	24	15	20
State	43	46	49	41	41	45	41	39	41	38	42	52	34	35	36
Males															
School	25	23	27	22	25	28	30	29	27	37	47	40	28	14	18
State	38	42	44	37	37	41	41	39	42	41	45	54	36	36	39
Females															
School	29	38	38	36	32	43	27	29	24	36	44	44	20	15	21
State	48	51	54	45	46	50	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged															
School	26	31	33	28	28	36	29	29	26	37	46	42	24	15	20
State	28	31	34	25	26	30	27	27	30	23	29	39	19	20	22
African American															
School	21	13	24	25	25	24	13	10	16	30	38	31	20	9	14
State	29	32	35	27	27	31	22	22	24	21	25	35	19	20	22
Asian															
School	21	43	45	21	17	43	44	50	40	52	73	47	39	7	30
State	67	71	73	62	64	69	72	69	71	65	70	78	58	62	64
Hispanic or Latino															
School	29	31	34	27	31	35	33	29	25	29	46	43	20	16	14
State	28	32	34	25	26	31	28	27	30	23	28	38	20	21	23
Caucasian															
School	25	50	32	41	31	57	29	41	36	46	41	53	32	23	37
State	63	66	68	62	62	63	58	54	57	55	60	70	51	52	53
Students with Disabilities															
School	3	8	15	11	4	9	0	4	5	11	0	0	7	0	0
State	11	12	12	9	10	11	10	9	12	11	13	17	10	10	11
English Learners															
School	7	14	12	5	7	12	19	19	14	21	24	14	8	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	3	3	
Similar Schools Rank	6	9	9	
All Students				
Actual Growth	37	2	4	678
Socioeconomically Disadvantaged				
Actual Growth	36	2	4	678
African American				
Actual Growth	21	-7	13	616
Hispanic or Latino				
Actual Growth	57	4	-6	673
Caucasian				
Actual Growth	18	23	-	-
English Learners				
Actual Growth	29	9	-2	658

Teacher Assignment

Twin Rivers Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Rio Tierra Junior High had 29 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	35	36	29
Without Full Credentials	2	1	2
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%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Primary leadership duties have been assumed by Principal Paul Orlando. Mr. Orlando's previous experience includes 9 years as a high school science teacher and 9 years as a school-site administrator. Leadership at Rio Tierra is a responsibility shared between site administration, staff and parents. Opportunities for leadership include:

- School Leadership Team
- Coordination of Services Team

School Facilities & Safety

The current facilities were built in 1958, and consist of 42 permanent classrooms, 3 portable classrooms, a cafeteria, a gym, a library, three computer labs, a science computer lab, a fitness room, a music room, a woodshop, and two staff lounges.

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 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 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: 05/30/2007				
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			Room 51b - Remove Reznor heater.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Room 31 - Cabinet door is broken.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Office - Stained ceiling tile. (Small hallway) . Room 10 - Water leak from a/c vent. (Roofing dept. will seal ducting on rooftop) . Room 11 - Water leak from a/c vent. (roofing dept. will seal ducting on rooftop). Room 12 - Water leak from a/c vent. (roofing dept. will seal duct on rooftop). Gym - Water leak on southwest area of ceiling. (Roofing identified problem as cracked skylight, roofing dept. will replace). Room 22 - Loose ceiling tile. Room 52 - Stained ceiling tile by a/c vent.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Boys Locker Room - Rear entrance partition is dry rotted and needs replacing. Girls Locker Room - Rear entrance partition is dry rotted and needs replacing.
Fire Safety	X			
Electrical (Interior and Exterior)	X			Room 23 - Rubber pancake molding needs to be adhered to floor. Trip Hazard. Room 21 - Missing plank cover on ceiling box for overhead projector. Room 32 - Missing blank cover on ceiling for overhead projector. Room 34 - Missing blank cover on ceiling box for overhead projector. Room 35 - Missing blank cover on ceiling box for overhead projector. Room 54 - Floor pancake molding needs to be adhered to floor, trip hazard. Room 50 - Replace light switch.
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			The irrigation at the site is old and in need of repair. All current irrigation valves are manual. The site is inconsistent with watering the grassy areas. As a result there are many dry areas present and are an eye sore. In order to improve the overall health and aesthetics of the grassy areas upgraded sprinkler heads and automatic valves will be installed. Some minor irrigation lines replacement will be done to achieve uniform irrigation coverage. The end result will provide healthy lawns and consistent watering of all grassy areas.
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	\$62,606
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	1.34%

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	\$7,930
From Restricted Sources	\$2,807
From Unrestricted Sources	\$5,123
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	3.34%

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.