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Twin Rivers Unified School District

Rio Linda High School

6309 Dry Creek Road, Rio Linda, CA 95673 ♦ (916) 286-4500

2008-09 School Accountability Report Card

School Mission Statement

Our mission is to ensure a safe and caring environment while providing every student with the opportunity to graduate as a responsible citizen who is a lifelong learner.

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 High School had a beginning enrollment of 2098 students in grades nine through twelve for the 2008-09 school year. Student demographics are illustrated in the chart. The school has a long tradition of pride and accomplishment that began in 1962 and continues today as the school now serves the educational needs of a diverse and growing community of students and families that come from Sacramento, Robla, North Natomas, Elverta, North Highlands, and Rio Linda. The high school has grown and prospered through modernization and many technology upgrades.

Student Enrollment by Ethnic Group

| 2008-09 | |
|-------------------------|------------|
| | Percentage |
| African American | 8.6% |
| American Indian | 0.8% |
| Asian | 13.6% |
| Caucasian | 40.8% |
| Filipino | 2.0% |
| Hispanic or Latino | 26.5% |
| Pacific Islander | 1.5% |
| Multiple or No Response | 6.2% |

Discipline & Climate for Learning

Rio Linda 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 the right to learn and teachers have the duty to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are sent home to parents and students each summer, and are printed in binder dividers for the staff. These rules are reviewed at the Ninth Grade Parent Orientation, and Back to School Night as well as in the school newsletter, and memos sent home to parents. Policies are also discussed with future students during visits to the middle school by the counselors and administration.

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 | 502 | 460 | 2019 | 0 | 0 | 10898 |
| Suspension Rate | 24.7% | 22.5% | 96.2% | 0.0% | 0.0% | 35.2% |
| Expulsions | 16 | 7 | 12 | 0 | 0 | 64 |
| Expulsion Rate | 0.8% | 0.3% | 0.6% | 0.0% | 0.0% | 0.2% |

Extracurricular Activities

Rio Linda High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities offered at Rio Linda High School include the following:

- Academic Decathlon
- Clubs
- Vocabulary Decathlon
- Skills USA Competition
- Comprehensive Athletic Programs
- Future Business Leaders of America Competitions
- Architecture, Construction, and Engineering Competitions
- Science Decathlon
- Knowledge Bowl
- Poetry Out Loud

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 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 |
|------|---------|---------|---------|
| 9th | 690 | 567 | 600 |
| 10th | 526 | 548 | 543 |
| 11th | 451 | 509 | 490 |
| 12th | 367 | 419 | 465 |

Dropout & Graduation Rates

Rio Linda High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: After School Tutorial, Summer School, CHARGE, and Concurrent Adult Education.

Graduation & Dropout Rates

| | 05-06 | 06-07 | 07-08 |
|-----------------|--------|--------|--------|
| Dropout Rate | 2.10% | 1.30% | 3.50% |
| Graduation Rate | 96.90% | 99.10% | 96.60% |

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 |
| English | 29 | 29 | 28 | 9 | 13 | 14 | 52 | 47 | 42 | 16 | 21 | 26 |
| Mathematics | 28 | 29 | 27 | 12 | 7 | 16 | 47 | 50 | 45 | 18 | 14 | 9 |
| Science | 26 | 27 | 27 | 11 | 6 | 9 | 36 | 38 | 31 | 6 | 4 | 10 |
| Social Science | 28 | 31 | 30 | 5 | 3 | 7 | 38 | 31 | 19 | 9 | 16 | 25 |

Curriculum Development

All curriculum development at Rio Linda High 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.

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 |
|--------------|------------------------|--------------------------|---------------|------------|-----------|
| 9th-12th | Foreign Language | Glencoe | 2006 | Yes | 0.0% |
| 9th-12th | Foreign Language | Holt, Rinehart & Winston | 2007 | Yes | 0.0% |
| 9th-12th | Foreign Language | Prentice Hall | 2007 | Yes | 0.0% |
| 9th-12th | Health | Holt, Rinehart & Winston | 2005 | Yes | 0.0% |
| 9th-12th | History/Social Science | Glencoe | 2005 | Yes | 0.0% |
| 9th-12th | History/Social Science | McDougal Littell | 2007 | Yes | 0.0% |
| 9th-12th | History/Social Science | Prentice Hall | 2006 | Yes | 0.0% |
| 9th-12th | Mathematics | Key Curriculum | 2002 | Yes | 0.0% |
| 9th-12th | Mathematics | McDougal Littell | 2002 | Yes | 0.0% |
| 9th-12th | Mathematics | W.H. Freeman | 2007 | Yes | 0.0% |
| 9th-12th | Reading Language Arts | Bedford/St. Martin | 2007 | Yes | 0.0% |
| 9th-12th | Reading Language Arts | Glencoe | 2007 | Yes | 0.0% |
| 9th-12th | Reading Language Arts | McDougal Littell | 2007 | Yes | 0.0% |
| 9th-12th | Science | Glencoe | 2007 | Yes | 0.0% |
| 9th-12th | Science | Kendall/Hunt | 2007 | Yes | 0.0% |
| 9th-12th | Science | Prentice Hall | 2005 | Yes | 0.0% |

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

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 Linda 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 1:418. The chart lists support staff that are available to all students at Rio Linda High School.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|---|-----------------|----------------------|
| Academic Counselor | 4 | 4.0 |
| Bilingual Paraeducators | 1 | 1.0 |
| Health Assistant | 1 | 1.0 |
| Instructional Coach | 1 | 1.0 |
| Librarian/library media teacher | 1 | 1.0 |
| Psychologist | 1 | 1.0 |
| Resource Specialist Program (RSP) Teacher | 6 | 6.0 |
| RSP Aide | 6 | 4.5 |
| SDC Aide | 7 | 5.25 |
| Special Day Class (SDC) Teacher | 5 | 5.0 |
| Speech and Language Specialist | 1 | 0.6 |

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 | 39 | 41 | * | * | 38 | 43 | 46 | 50 |
| Mathematics | 15 | 17 | 16 | * | * | 35 | 40 | 43 | 46 |
| Science | 31 | 37 | 39 | * | * | 34 | 38 | 46 | 50 |
| History/Social Science | 25 | 29 | 34 | * | * | 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 | 31 | 10 | 33 | 24 |
| American Indian | 44 | 7 | 36 | 31 |
| Asian | 39 | 26 | 41 | 37 |
| Filipino | 61 | 24 | 50 | 46 |
| Hispanic or Latino | 28 | 10 | 19 | 23 |
| Pacific Islander | 21 | 11 | * | 20 |
| Caucasian | 53 | 19 | 51 | 43 |
| Males | 37 | 18 | 41 | 40 |
| Females | 45 | 15 | 37 | 28 |
| Socioeconomically Disadvantaged | 35 | 15 | 32 | 30 |
| English Learners | 12 | 11 | 8 | 14 |
| Students with Disabilities | 5 | 2 | 9 | 6 |
| 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 |
| | Not in PI | Not in PI |
| Program Improvement (PI) Status | | |
| First Year in PI | - | - |
| Year in PI (2009-10) | - | - |
| # of Schools Currently in PI | - | 25 |
| % of Schools Identified for PI | - | 40.98% |

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.

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 | No | Yes | Yes | Yes |
| Participation Rate | No | No | No | No |
| Percent Proficient | Yes | | Yes | |
| API School Results | Yes | | No | |
| Graduation Rate | Yes | | | |

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 | 4 | 5 | 5 | |
| Similar Schools Rank | 3 | 6 | 5 | |
| All Students | | | | |
| Actual Growth | 31 | 6 | 0 | 705 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 34 | -5 | -1 | 672 |
| African American | | | | |
| Actual Growth | 52 | -28 | 44 | 638 |
| Asian | | | | |
| Actual Growth | 27 | 22 | -24 | 722 |
| Hispanic or Latino | | | | |
| Actual Growth | 28 | -6 | -11 | 649 |
| Caucasian | | | | |
| Actual Growth | 36 | 15 | 13 | 750 |
| Students with Disabilities | | | | |
| Actual Growth | -2 | -35 | 13 | 443 |
| English Learners | | | | |
| Actual Growth | 31 | 7 | -19 | 672 |

Physical Fitness

In the spring of each year, Rio Linda High School is required by the state to administer a physical fitness test to all students in ninth 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, 25.2% of ninth grade students were in the HFZ.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

| Completion of High School Graduation Requirements | | | |
|---|--------|----------|-------|
| | School | District | State |
| All Students | 83.0% | 77.0% | * |
| Socioeconomically Disadvantaged | 87.0% | 80.0% | * |
| African American | 81.0% | 70.0% | * |
| American Indian | 60.0% | 66.0% | * |
| Asian | 88.0% | 85.0% | * |
| Filipino | 100.0% | 89.0% | * |
| Hispanic or Latino | 84.0% | 78.0% | * |
| Pacific Islander | 67.0% | 82.0% | * |
| Caucasian | 83.0% | 78.0% | * |
| English Learners | 71.0% | 72.0% | * |
| Students with Disabilities | 80.0% | 63.0% | * |

* Data was not available at the time of publication.

UC/CSU Course Completion

Students at Rio Linda High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

| UC/CSU Course Enrollment | |
|--|------------|
| | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission | 68.2% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 7.0% |

* Duplicated Count (one student can be enrolled in several courses).

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Advanced Placement Classes

Rio Linda High School encourages students to continue their education past high school. Rio Linda High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

| Advanced Placement Classes | | |
|-----------------------------------|--------------|------------|
| | # of Courses | Enrollment |
| Science | 2 | 69 |
| Social Science | 3 | 102 |
| English | 2 | 106 |
| Foreign Language | 1 | 58 |
| Mathematics | 1 | 28 |
| Totals | 9 | 363 |
| Percent of Students in AP Courses | | 3.1% |

Workforce Preparation

It is the goal of Rio Linda High School's that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills. Marla Miller is the primary contact for Twin Rivers Unified School District's Career Technical Committee.

The district has established career academies. The Career-themed learning communities serve as schools-within-a school. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Work-based learning opportunities for students tie classroom activities to internships with local employers. Rio Linda High School is the main site for the Media and Technology Career courses. The following programs are offered:

- Agriculture Education
- Arts and Communication
- Computer Science and Information Systems
- Business Management
- Marketing
- Industrial Technology
- Manufacturing and Merchandising
- Drafting and Culinary Arts

The students are evaluated in the courses through grades, projects, portfolios, interviews, and worksite evaluation.

Rio Linda High School offers a variety of programs to help students explore career and employment options. Regional Occupational Program (ROP) classes provide advanced training and employment opportunities with local businesses. ROP classes are available in:

- Digital Music Production
- Culinary Arts
- Cabinet-Making
- General Construction
- Welding
- Web Page Design
- Architectural Drafting and Design

Rio Linda High School students run three commercial operations, the Knight's Armor Student Store, a screen printing service, a snack bar, embroidery service, and an on-site SAFE credit union, where they learn daily operations of running a business. Rio Linda High also has a television and radio station which broadcasts student produced shows.

The table displays questions and answers about student participation in Rio Linda High School's Career Technical Education (CTE) programs.

| Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act) | |
|--|----------|
| Question | Response |
| How many of the school's pupils participate in CTE? | 2,077 |
| What percent of the school's pupils complete a CTE program and earn a high school diploma? | 22.0 |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 100.0 |

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period. *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.*

| CAHSEE By Subject | | | | | | | | | |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2006-07 | | | 2007-08 | | | 2008-09 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 40.8 | 32.8 | 48.6 | 43.5 | 34.7 | 52.9 | 47.0 | 38.3 | 52.0 |
| Mathematics | 50.7 | 38.6 | 49.9 | 47.8 | 39.8 | 51.3 | 50.7 | 41.3 | 53.3 |

| CAHSEE By Student Group | | | | | | |
|---------------------------------|----------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 53.6 | 24.4 | 22.0 | 49.8 | 40.1 | 10.1 |
| Males | 61.4 | 22.0 | 16.6 | 48.0 | 40.4 | 11.6 |
| Females | 46.6 | 26.5 | 26.9 | 51.4 | 39.8 | 8.8 |
| African American | 59.6 | 25.5 | 14.9 | 63.0 | 26.1 | 10.9 |
| American Indian | 27.3 | 45.5 | 27.3 | 54.5 | 27.3 | 18.2 |
| Asian | 58.7 | 23.8 | 17.5 | 42.2 | 46.9 | 10.9 |
| Filipino | 42.1 | 31.6 | 26.3 | 47.4 | 47.4 | 5.3 |
| Hispanic or Latino | 68.6 | 19.8 | 11.6 | 66.1 | 25.8 | 8.1 |
| Caucasian | 44.1 | 25.0 | 30.9 | 40.5 | 48.3 | 11.2 |
| English Learners | 76.7 | 15.8 | 7.5 | 61.8 | 31.6 | 6.6 |
| Socioeconomically Disadvantaged | 61.9 | 18.3 | 19.8 | 55.8 | 36.1 | 8.2 |
| Students with Disabilities | 92.5 | 7.5 | - | 85.0 | 12.5 | 2.5 |

Teacher Assignment

Twin Rivers Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Rio Linda High School had 90 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 88 | 89 | 90 | 1489 |
| Without Full Credentials | 3 | 4 | 2 | 36 |
| Working Outside Subject | 0 | 7 | 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 | 4 |
| Misassignments of Teachers (other) | 0 | 0 | 1 |
| Total Misassignments of Teachers | 0 | 0 | 5 |
| 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.

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 97.0% | 3.0% |
| District | 97.4% | 2.6% |
| High-Poverty Schools in District | 98.4% | 1.6% |
| Low-Poverty Schools in District | 0.0% | 0.0% |

Teacher 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 Leadership

Leadership at Rio Linda High School 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. For the past year, leadership duties were assumed by Principal Rusty Clark. Principal Clark has 13 years of experience in education with positions as a teacher, vice principal, and principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for leadership include:

- School Site Council
- Leadership Team
- Committee Leads
- Knights of the Round Table-Parent Organization

School Facilities & Safety

Rio Linda High School was originally constructed in 1962. The campus is currently comprised of 81 classrooms, a library, two computer labs, two gyms, a music building, a staff lounge, a football stadium, and a cafeteria.

The Safety Plan was evaluated and revised November 2009 by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually.

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. Eight 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 the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 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.

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.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 02/04/2009 | | | | |
| Overall Summary of School Facility Conditions: Poor | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | | | X | CI Rm D-8 - Excessive heat all day long. CI Rm D-4 - Excessive heat. CI Rm J-6 - HVAC leaks @ times according to teacher. CI Rm F-7/8 - Both classrooms get too hot, heat cannot be adjusted. CI Rm H-4 and H-5 - No heat. |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | | | X | Gym Bldg M - Heavy trash, debris and dirt in shower area. J-Wing Restrooms - Floors dirty in both girls and boys restroom. CI Rm F-12 - Floors dirty, lots of trash. |
| Electrical | | | X | Portable RR Southside - Boys RR-Light cover on fixture is broken. CI Rm S-9 and T-4 - 1 Light bulb out. CI Rm S-2 - Light fixture cover loose. Gym Bldg M - Locker rm-1 fixture missing cover, one fixture has a broken cover. 3 fixtures in shower area are missing covers. All lights in shower area inoperable. Coaches office-1 light fixture bulb/ballast out. Multi-Purpose Room - 5 light bulbs out. 2 light fixtures/ballast out. Cafeteria - 1 light bulb out near storage room. Washing machine in laundry room leaking. Girls Gym - 9 light bulbs out. No cover on 11 light fixtures. CI Rm D-9 - Had electrical outlet capped, teacher wants working again. CI Rm D-1 - Telephone not working. CI Rm D-8, E-5, E-6, F-10, G-4, H-6 J 1/2, J-3, and S-3, - 1 light fixture bulb/ballast out. CI Rm E-2 - No power to a OVHD projector. CI Rm L-1/2 - Exit lights not operable. 1 light fixture out. 6 bulbs out in supply room. 1 light bulb out in L-2 and 1 light fixture bulb/ballast out. CI Rms K-1 A/B - 6 light fixtures bulb/ballast out in Rm A. Rm B has 3 light fixtures bulbs/ballast out. G-Wing Restrooms - Boys RR-Both light fixtures missing covers. CI Rm G-3 - Electrical cords running on the floor. CI Rm F-7/8 - F-8 light fixture that blinks. CI Rm H-2 - Light outlet needs cover. CI Rm H-4 - 1 light fixture bulb/ballast out. 1 light bulb out. CI Rm T-3, J-7, H-5, and Library- 2 light fixtures bulb/ballast out. |
| Restrooms/Fountains | | | | Gym Bldg M - Dirty. Loose handle on sind. Girls Gym - Water fountains are inoperable. Gym Bldg M - Boys Locker Rm/RR-dirty, no soap, soap dispenser. Paper towel holder broken. Heavy graffiti on stall walls. Urinals dirty and badly stained. Restrooms-2 story bldg - Handicapped RR is not marked with a sign. Girls Gym - No soap in HDCAP stall - No sign on door. D-wing Restrooms - Girls-Broken soap dispenser, graffiti, no paper towels in HDCAP stall, floors dirty. Boys-Heavy graffiti, 2 broken soap dispensers, missing soap dispenser in HDCAP stall. T-Wing Restrooms - Boys-under repair. Staff-ok. Girls-No soap, heavy graffiti in stalls. J-Wing Restrooms - Boys RR-Heavy graffiti. No paper towels in 1 holder. Girls RR-No toilet paper in 2 stalls. No paper towels. G-Wing Restrooms - Girls RR-2 broken paper towel dispensers. No paper towels. No toilet paper in stalls. Boys RR-1 cracked urinal. 1 broken toilet paper holder. 1 sink faucet broken. Lots of water on floor (leak?). No paper towels. 6 broken ceramic tiles where paper towel holder use to be. Heavy graffiti. |
| Safety (Fire Safety, Hazardous Materials) | | | X | CI Rm S-7 - Missing fire extinguisher. Band Rm - Exit signs not working. CI Rm S-1 (Music Room) - No fire exit sign posted. Gym Bldg M - Missing occupancy sign. Exit lights inoperable. Mens RR-outside electrical fixture hanging by cord. No fire extinguishers in Gym. Cafeteria - No fire exit sign posted in small snack bar. Fire suppression over stove certification has expired. CI Rm 5, J-6, T-14, W-3, W-4, W-6, X-1, and Multi-Purpose Room - Missing fire exit sign. Girls Gym - No exit signs posted. Exit sign light in hallway & gym out. No fire extinguishers in Gym. No occupancy sign posted. CI Rm D-1, D-2 (Credit Union), D-6, E-5, F-10, H-2, H-4, H-5, and H-6 - Missing fire extinguisher. CI Rm E-2 - Smoke detector wire track coming loose. CI Rm L-1/2 - Missing fire extinguisher. 2 smoke detectors should be changed to heat detectors-dust sets off smoke detectors in supply room. CI Rm G-4, T-3, and Library - Missing fire extinguisher sign. CI Rm G-6 - Electrical cords running across floor. |
| Structural (Structural Damage, Roofs) | | | X | CI Rm L-1/2 - 3 ceiling tiles loose. 1 missing ceiling tile. Many stained tiles. CI Rms K-1 A/B - 3 busted ceiling tiles. Roof leaking. 2 stained ceiling tiles. Portable RR Southside - Girls RR-cant open door - Boys RR-door needs to be painted. CI Rm S-3 - Corner of building has a board broken off of it. Hole in wall near fire extinguisher. CI Rm S-2 - 10 ceiling tiles loose/ready to fall down. Gym Bldg M - Rear door to Gym cannot be locked (lock broken). CI Rm W-4 - Blinds are broke. CI Rms V-3/5 - Paint doors. Girls Gym - Hole in wall at entrance. Metal braces under benches in LR have very sharp edges-grind down edges. Quad Area-Near Admin - Busted board on planter box used for sitting. J-Wing Restrooms - Boys RR- 1 busted urinal. 2 missing sinks. Girls RR-Plumbing box door broken. 2 broken toilet paper holders. Missing mirror. CI Rm G-3 - Has concrete slab in classroom that can trip students. |
| External (Grounds, Windows, Doors, Gates, Fences) | | | X | Football Practice Field - Approximately 50 small sprinkler heads rise above grounds-hazardous. |

Parent & Community Involvement

Parents play an important role at Rio Linda High School through active participation and involvement in school activities and organizations. Parents are encouraged to join School Site Council (SSC), English Language Advisory Committee (ELAC), Touchdown Club and KORT(Knights of the Round Table). Parents and community members are also encouraged to volunteer in the classroom, in club activities and as field trip chaperones. Knights of the Round Table is a parent organization that started to increase the parent participation in the academic setting at RLHS.

Contact Information

Parents who wish to participate in Rio Linda High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 286-4500.

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.

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.*

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$59,763 |
| District | - |
| Percentage of Variation | - |
| School & State | |
| All Unified School Districts | - |
| Percentage of Variation | - |

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$6,431 |
| From Restricted Sources | \$1,807 |
| From Unrestricted Sources | \$4,625 |
| District | |
| From Unrestricted Sources | \$4,661 |
| Percentage of Variation between School & District | 0.77% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 16.09% |

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.