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Twin Rivers Unified School District

Rio Linda High School

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

2009-10 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 2,007 students in grades nine through twelve for the 2009-10 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	
2009-10	
	Percentage
African American	9.6%
American Indian	0.6%
Asian	13.4%
Filipino	1.8%
Hispanic or Latino	29.9%
Pacific Islander	1.7%
White	38.8%
Two or More	2.8%
None Reported	1.3%

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 one 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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	460	476	532	0	10898	6864
Suspension Rate	22.5%	22.7%	26.5%	0.0%	35.2%	22.0%
Expulsions	7	12	4	0	64	52
Expulsion Rate	0.3%	0.6%	0.2%	0.0%	0.2%	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
- ASB Student Leadership
- Skills USA Competition
- Comprehensive Athletic Programs
- Future Business Leaders of America Competitions
- Architecture, Construction, and Engineering Competitions
- Science Decathlon
- Knowledge Bowl
- Poetry Out Loud
- Peer Support

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			
	2007-08	2008-09	2009-10
9th	567	600	561
10th	548	543	574
11th	509	490	467
12th	419	465	405

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			
	06-07	07-08	08-09
Dropout Rate	1.00%	4.00%	1.70%
Graduation Rate	89.00%	90.00%	95.60%

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		
	08	09	10	08	09	10	08	09	10	08	09	10
English	29	28	31	13	14	1	47	42	36	21	26	30
Mathematics	29	27	32	7	16	-	50	45	26	14	9	26
Science	27	27	29	6	9	3	38	31	34	4	10	15
Social Science	31	30	3	3	7	-	31	19	31	16	25	16

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.

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 1:501. The chart below lists support staff that are available to all students at Rio Linda High School.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% I
9th-12th	Foreign Language	Glencoe	2006	Yes	
9th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	
9th-12th	Foreign Language	Prentice Hall	2007	Yes	
9th-12th	Health	Holt, Rinehart & Winston	2005	Yes	
9th-12th	History/Social Science	Glencoe	2005	Yes	
9th-12th	History/Social Science	McDougal Littell	2007	Yes	
9th-12th	History/Social Science	Prentice Hall	2006	Yes	
9th-12th	Mathematics	Glencoe/McGraw Hill	2008	Yes	
9th-12th	Mathematics	Key Curriculum	2002	Yes	
9th-12th	Mathematics	W.H. Freeman	2007	Yes	
9th-12th	Reading Language Arts	Bedford/St. Martin	2007	Yes	
9th-12th	Reading Language Arts	Glencoe	2007	Yes	
9th-12th	Reading Language Arts	McDougal Littell	2007	Yes	
9th-12th	Science	Glencoe	2007	Yes	
9th-12th	Science	Kendall/Hunt	2007	Yes	
9th-12th	Science	Prentice Hall	2005	Yes	

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
Librarian/library media teacher	1	1.0
Nurse	1	0.3
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
Student Learning Coach	1	1.0

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.

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 seventh and 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).

**2009-10 scores were not released by the CDE at the time of publication.*

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 one 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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	39	41	42	44	38	39	46	50	52
Mathematics	17	16	24	49	35	40	43	46	48
Science	37	39	37	43	34	39	46	50	54
History/Social Science	29	34	38	41	25	27	36	41	44

**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
District	39	40	39	27
School	42	24	37	38
African American	29	17	18	24
American Indian	36	25	*	*
Asian	36	30	30	32
Filipino	64	33	*	57
Hispanic or Latino	36	17	27	29
Pacific Islander	28	10	*	14
White	52	29	51	49
Males	39	25	41	45
Females	46	23	33	31
Socioeconomically Disadvantaged	37	23	30	33
English Learners	7	14	10	14
Students with Disabilities	6	7	7	12
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 one 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	In PI
First Year in PI	2010-2011	2010-2011
Year in PI (2010-11)	Year 1	Year 1
# of Schools Currently in PI	-	35
% of Schools Identified for PI	-	61.40%

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.

The table to the right displays the school's API ranks and actual API point changes by student group for the past three years.

The table below displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students at the School	716	725	767
Black or African American	621	664	686
Asian	742	759	890
Hispanic or Latino	686	708	715
White	750	765	838
Socioeconomically Disadvantaged	693	713	712
English Learners	672	709	692
Students with Disabilities	436	551	580

API School Results			
	07-08	08-09	09-10
Statewide	-	-	4
Similar Schools	-	-	5
All Students at the School			
Actual API Change	-	-	12
Black or African American			
Actual API Change	-	44	-12
Asian			
Actual API Change	-	-24	21
Hispanic or Latino			
Actual API Change	-	-11	36
White			
Actual API Change	-	13	1
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	-	-1	22
English Learners			
Actual API Change	-	-19	1
Students with Disabilities			
Actual API Change	-	13	-

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

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 one 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)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		Yes	



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 one 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									
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	43.5	34.7	52.9	47.0	38.3	52.0	47.0	38.0	54.0
Mathematics	47.8	39.8	51.3	50.7	41.3	53.3	49.0	40.0	53.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	63.2	22.0	14.3	64.3	28.2	7.7
All Students School	54.0	27.0	20.0	51.0	38.0	11.0
Male	55.0	28.0	17.0	49.0	40.0	11.0
Female	52.0	26.0	23.0	55.0	35.0	10.0
African American	73.9	21.7	4.3	80.0	20.0	-
Asian	52.0	29.0	18.0	37.0	42.0	22.0
Hispanic or Latino	63.0	25.0	12.0	63.0	33.0	3.0
White	43.0	30.0	28.0	42.0	44.0	14.0
English Learners	73.0	22.0	5.0	60.0	34.0	6.0
Socioeconomically Disadvantaged	62.0	23.0	15.0	55.0	35.0	10.0
Students with Disabilities	88.9	9.5	1.6	91.8	8.2	-

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 2009-10 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	91.1%	86.4%	*
Socioeconomically Disadvantaged	93.2%	88.3%	*
African American	91.3%	81.7%	*
American Indian	100.0%	90.0%	*
Asian	92.9%	91.9%	*
Hispanic or Latino	90.3%	83.9%	*
Pacific Islander	100.0%	93.8%	*
White	89.7%	91.4%	*
English Learners	84.2%	84.9%	*
Students with Disabilities	95.2%	89.2%	*
Multiple or No Response	94.7%	74.8%	*

* 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	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* 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
Fine and Performing Arts	-	-
Computer Science	-	-
English	-	-
Foreign Language	-	-
Mathematics	-	-
Music	-	-
Science	-	-
Social Science	-	-
Totals	-	-
Percent of Students in AP Courses	-	-

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?	1,270
What percent of the school's pupils complete a CTE program and earn a high school diploma?	97.2
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	89	90	90	1131
Without Full Credentials	4	2	1	27
Working Outside Subject	7	0	0	3

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		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	4	1
Misassignments of Teachers (other)	0	1	0
Total Misassignments of Teachers	0	5	1
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	99.6%	0.4%
District	98.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	N/A	N/A

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, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

Teachers and other certificated staff build skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2009-2010 school year, Twin Rivers District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional development sessions focused on curriculum content (in particular the new K-6 Math program) and 7 specific focus areas to reach District goals to increase student achievement: Differentiating Instruction, 21st Century Skills, Increasing Parent Involvement, Student Interventions, Integrating the Arts, Teaching English Learners and Culturally Responsive Instruction.

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 two years, leadership duties were assumed by Principal Rusty Clark. Principal Clark has 14 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
- ABS Student Leadership
- Knights of the Round Table-Parent Organization

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 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.

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 - No heat. CI Rm 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 - Light bulb out. CI Rm S-3 - One light bulb/ballast 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. Coachs 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. Library - 2 light bulbs out. CI Rm D-9 - Had electrical outlet capped, teacher wants working again. CI Rm D-8 - 1 light fixture out (bulb or ballast). CI Rm D-1 - Telephone not working. CI Rm E-5 - 1 light fixture bulb/ballast out. CI Rm E-6 - 1 light fixture bulb/ballast out. CI Rm E-2 - No poer to aOVHD 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. CI Rm T-4 - 1 light bulb out. CI Rm T-3 - 2 light bulbs out. CI Rm J 1/2 - 1 light fixture bulbs/ballast out. CI Rm J-3 - 1 light fixture bulbs/ballast out. CI Rm J-7 - 2 light fixtures bulb/ballast out. CI Rm G-4 - 1 light fixture bulb/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-10 - 1 light fixture bulb/ballast out. 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 H-5 - 2 light fixtures bulb/ballast out. CI Rm H-6 - 1 light fixture bulb/ballast out.
Restrooms/ Fountains				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, D-6, D-1, D-2 (Credit Union), F-10, H-2, H-4, H-5, H-6 - 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. Multi-Purpose Room, CI Rm W-4, W-6, W-3, X-1, 5, T-4, J-6 - Fire exit sign missing. Cafeteria - No fire exit sign posted in small snack bar. Fire suppression over stove certification has expired. Girls Gym - No exit signs posted. Exit sign light in hallway & gym out. No fire extinguishers in Gym. No occupancy sign posted. Library, E-5, T-3, G-4 - Missing fire extinguisher sign. 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-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.

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 2010-11 school year, the district has budgeted \$790,000.00 for the deferred maintenance program. This represents 0.34% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,134
District	\$62,378
Percentage of Variation	7.62%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	1.54%

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$40,000	\$42,377
Mid-Range Teachers	\$60,444	\$67,667
Highest Teachers	\$83,404	\$87,102
Elementary School Principals	\$102,853	\$108,894
Middle School Principals	\$105,554	\$113,713
High School Principals	\$116,331	\$124,531
Superintendent	\$200,281	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3%	40.3%
Administrative Salaries	7.2%	5.5%

Expenditures & Services Funded

Based on 2008-09 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,110
From Restricted Sources	\$1,563
From Unrestricted Sources	\$4,547
District	
From Unrestricted Sources	\$4,815
Percentage of Variation between School & District	5.57%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	19.96%

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

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2009-10 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.

