Twin Rivers Unified School District
Rio Linda High School
CDS Code: 34-76505-3436979
6309 Dry Creek Road, Rio Linda, CA 95673 ◊ (916) 566-2725
2013-14 School Accountability Report Card

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
• View this SARC online at the school and/or LEA websites.
• For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
• For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

To provide students with the opportunity to graduate with a quality education and enter the world as productive citizens and lifelong learners.

District & School Profile (School Year 2014-15)

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 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Rio Linda High School had a beginning enrollment of 1,751 students in grades nine through twelve for the 2013-14 school year.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	8.1%
American Indian	0.9%
Asian	13.5%
Filipino	1.2%
Hispanic or Latino	35.3%
Pacific Islander	2.0%
White	35.4%
Two or More	1.5%
None Reported	2.2%
English Learners	14.6%
Socioeconomically Disadvantaged	82.5%
Students with Disabilities	13.8%

School Enrollment & Attendance (School Year 2013-14)

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			
	2011-12	2012-13	2013-14
9th	511	492	501
10th	487	438	473
11th	404	426	397
12th	415	358	380

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2013-14)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.1%	4.9%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	87	0	83	1181
Without Full Credentials	0	0	1	14
Working Outside Subject	0	0	1	53

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	1	1	1
Total Misassignments of Teachers	**2**	**2**	**1**
Vacant Teacher Positions	1	4	3

Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, 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 collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

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.

School Facilities & Safety (School Year 2014-15)

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.

Rio Linda High School reviews and approves our comprehensive safety plan annually. A Safety Committee updates the plan which is then reviewed and approved by our SSC and other key stakeholder groups. Safety plan effectiveness is reviewed as part of the safety drill process and after any real safety/crisis situation. The school is in compliance with the laws, rules, and regulations pertaining to harzardous materials and state earthquake standards.

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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
9th-12th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
9th-12th	Foreign Language	Holt	2008	Yes	0.0%
9th-12th	Foreign Language	Holt	2006	Yes	0.0%
9th-12th	Foreign Language	Holt	2005	Yes	0.0%
9th-12th	Foreign Language	Houghton Mifflin	2002	Yes	0.0%
9th-12th	Foreign Language	Pearson/Prentice Hall	2008	Yes	0.0%
12th	Health	Holt	2004	Yes	0.0%
11th	History/Social Studies	Glencoe/McGraw Hill	2006	Yes	0.0%
10th-12th	History/Social Studies	Pearson/Prentice Hall	2006	Yes	0.0%
10th-12th	History/Social Studies	Pearson/Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	College Preparatory Math	2014	Yes	0.0%
9th-12th	Science	Glencoe/McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Pearson/Prentice Hall	2006	Yes	0.0%
10th-12th	Science	Pearson/Prentice Hall	2006	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765053436979Textbooks_1.pdf

School Facility Conditions

Date of Last Inspection: 03/15/2014

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			P Rm. V1, P RM. V2, P Rm. V3, P Rm. V4, P Rm V5 & P Rm. V6 - Dirty vents.
Interior		X		Rm. D8, Rm. D6, Rm. G6, Rm. G5, Rm. F12, Rm. E8, Rm. E1, Rm. E4, Rm. E5, Rm. H10, Rm. H9, Rm. H8, & Rm. H7 - Ceiling tiles are loose; A1/Band & Rm. A2/Choir - Carpet has waves/trip hazard; P Rm. S8, P Rm. S9, Upstairs/Rm. W4, Rm. W6, Rm. W7, Rm. X6, Rm. E1, & Rm. X5 - Water stains on ceiling tiles. Rm. F7 - Floor tiles are stained; Rm. E3 - Ceiling tiles are loose, conduit loose on ceiling to overhead; Rm. H1 - Conduit is loose at ceiling; Rm. K2/Weight Rm., P Rm. T3, P Rm. T2, & Rm. K1/Wood Shop- Water stained ceiling tiles; Rm. K1A - Water stained ceiling tiles, ceiling tiles are missing; Rm. P4/ROTC - Water stained ceiling tiles, ceiling tiles are loose; Rm. J5 - Ceiling tiles are loose, ceiling tiles are missing; P Rm. T4 - Rubber floor molding loose, rubber floor molding missing;
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Multipurpose Room - Thermostat cover missing by kitchen entry; Rm. W5 - Light panel is out; P Rm. T3 - Light switch cover is missing; P Rm. S9 - Wires are hanging at ceiling; Rm. G6 - Conduit loose at ceiling; Rm. G2 - Inadequate lighting.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			P Rm. S5 - Hole in skirting on ramp; P Rm. S8 - Dry rot on skirting of ramp; Rm. K1A - Rusted holes in eaves; P Rm. T1 - Dry rot on skirting/siding;
External (Grounds, Windows, Doors, Gates, Fences)	X			Library - Slip hazard/sprinkler leaks onto sidewalk; Custodian - Exterior light covers are broken; Rm. E1 - Trip hazard/water cover is missing; Rm. L4 - Exterior light covers are broken; Rm. K2/Weight Room - Exterior light covers are broken; Rm. K1/Wood Shop - Exterior light covers are broken; Rm. K1A - Exterior light cover is broken; Rm. L3 - Exterior light covers are broken; Media Center - Exterior light covers are broken; P Rm. T4, P Rm. T3, P Rm. T2, P Rm. T1, P Rm. V1, P Rm. V2, & P Rm. V3 - Trip hazard at ramp entry asphalt seam

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. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service tand hat 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 2014-15 school year, the district has budgeted $1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

B. Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	50	46	60	46	44	48	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	60
Males	60
Females	60
African American/Black	37
American Indian	*
Asian	68
Filipino	*
Hispanic	55
Pacific Islander	*
White	69
Socioeconomically Disadvantaged	57
Students with Disabilities	45
Migrant Education	*
Two or More Races	*

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

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	43	41	45	40	42	40	54	56	55
Mathematics	23	20	23	41	41	40	49	50	50
History/Social Science	38	38	36	29	31	31	48	49	49

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

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.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

API School Results			
	2011	2012	2013
Statewide	4	4	4
Similar Schools	4	5	6
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-3	3	6
Asian			
Actual API Change	15	10	1
Hispanic or Latino			
Actual API Change	9	-9	2
White			
Actual API Change	-12	7	-5
Socioeconomically Disadvantaged			
Actual API Change	-	10	9
English Learners			
Actual API Change	1	-11	10
Students with Disabilities			
Actual API Change	-44	23	47

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
Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	66.8%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	24.7%

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

Career Technical Education Programs (School Year 2012-13)

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, Coordinator, Curriculum and Instruction is the primary contact for Twin Rivers Unified School District's Career Technical Education 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:

- Accounting
- Agriculture & Natural Resources
- Beginning Radio and TV
- Industrial Design
- Introduction to Digital Media
- Agriculture Exploration
- Animal Science
- Floral Design
- Introduction to and Advanced Computers
- Plants and Soils
- Agriculture Mechanics Technology
- Architectural Drawing and 3D Design
- Foods
- Introduction to Business

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:

- Computer Graphics
- Radio Production
- TV Occupations
- Floral Design
- Retail Sales
- Virtual Enterprise
- Marketing and Merchandising
- Small Business
- Web Page 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?	700
What percent of the school's pupils complete a CTE program and earn a high school diploma?	98.2%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	30.0%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. 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).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.5%	27.7%	33.2%

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

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

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.

	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	42	37	56	43	34	57	47	32	56
Mathematics	46	37	58	43	35	60	56	34	62

CAHSEE By Subject for All Grade Ten Students

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.

CAHSEE By Student Group for All Grade Ten Students

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	61	23	16	58	31	12
All Students School	53	26	20	44	40	16
Male	62	23	15	45	37	17
Female	44	30	27	42	44	14
African American	83	8	10	75	22	4
Asian	40	38	22	18	47	36
Hispanic or Latino	55	31	14	44	42	13
White	47	28	25	43	43	15
English Learners	90	8	2	66	27	7
Socioeconomically Disadvantaged	58	26	16	47	39	14
Students with Disabilities	92	6	2	88	10	2

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent & Community Involvement (School Year 2014-15)

Parents play an important role at Rio Linda High School through active participation and involvement in monitoring student progress (attendance, academics, and behavior), school activities and committees. Families are encouraged to participate in School Site Council (SSC), English Language Advisory Committee (ELAC), Athletic and Music Booster Groups, and Knights of the Round Table (KORT). KORT is a parent organization designed to increase the parent participation in the academic setting at RLHS. Parents and community members are also encouraged to volunteer in the classroom, in club activities and as field trip chaperones.

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) 566-2725. School Website and School Loop are other means of communication.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

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.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates

	10-11	11-12	12-13
Dropout Rate	10.7%	10.7%	6.3%
Graduation Rate	86.5%	87.7%	92.1%

Completion of High School Graduation Requirements - Class of 2013

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 2012-13 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	95%	67.1%	84.6%
African American/Black	100%	61.6%	75.9%
American Indian	100%	53.1%	77.8%
Asian	100%	81%	92.9%
Filipino	100%	68.8%	92.2%
Hispanic or Latino	92.9%	61.3%	80.8%
Pacific Islander	166.7%	66.7%	84.1%
White	93.4%	73.7%	90.2%
Two or More Races	100%	73.1%	89%
English Learners	72.7%	49.3%	53.7%
Socioeconomically Disadvantaged	104.2%	69.7%	82.6%
Students with Disabilities	90%	55.1%	60.3%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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 included in student handbook, district handbook, and are posted on the school website. These rules are reviewed at orientation, grade level assemblies, during daily announcements, in problem solving sessions, and in programmed phone calls to families.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

Suspensions & Expulsions

	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	439	392	292	5588	5607	5513
Suspension Rate	24.1%	22.8%	16.7%	17.7%	17.8%	17.7%
Expulsions	4	3	2	18	12	20
Expulsion Rate	0.2%	0.2%	0.1%	0.1%	0.0%	0.1%

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress (School Year 2013-14)

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.

Adequate Yearly Progress (AYP)

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

Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine. asp.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Advanced Placement Classes (School Year 2013-14)

Rio Linda High School emphasizes a rigorous academic program which prioritizes A-G requirements and expects that students will continue post secondary education. A critical component to academic rigor is the many Advance Placement (AP) courses offered at RLHS. In addition to advanced curriculum knowledge, 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. In order to meet the needs of accelerated students and prepare them for AP course rigor, RLHS offer four sections of XL (Honors) courses in English Language Arts.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	6
Social Science	3
Totals	16
Percent of Students in AP Courses	0.3%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution											
				Classrooms Containing:							
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14	12	13	14
By Subject Area												
English	23	22	23	33	39	31	45	34	27	8	14	25
Mathematics	24	22	22	25	24	28	40	47	42	3	2	12
Science	24	21	23	14	18	17	33	36	27	-	-	6
Social Science	24	23	23	17	18	19	37	35	26	3	5	10

School Leadership

Leadership at Rio Linda High School is a responsibility shared between district administration, the principal, vice 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 four years, primary leadership duties were assumed by Principal Ed Delgado. Principal Delgado has 18 years of educational experience. 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
- Housekeeping Committees
- Knights of the Round Table-Parent Organization
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC)
- Athletic and Music Booster Groups
- JROTC

- Leadership Team
- ASB Student Leadership
- Department Chairs
- District English Learner Advisory Committee (DELAC)
- Academic, Social and Service Clubs
- FFA

Counseling & Support Staff (School Year 2013-14)

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 1:350. The chart lists support staff that are available to all students at Rio Linda High School.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	5	5.0
Bilingual Paraeducators	4	3.0
Guidance Technician	1	1
Health Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.4
Psychologist	2	2.0
Resource Specialist Program (RSP) Teacher	5	5.0
RSP Aide	6	4.5
SDC Aide	7	5.25
Special Day Class (SDC) Teacher	8	8.0
Student Learning Coach	1	1.0

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as 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 adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments. Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$67,234
District	$68,898
Percentage of Variation	-2.4%
School & State	
All Unified School Districts	$70,720
Percentage of Variation	-4.9%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

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 2012-13		
	District	State
Beginning Teachers	$40,000	$41,761
Mid-Range Teachers	$54,473	$66,895
Highest Teachers	$85,204	$86,565
Elementary School Principals	$100,560	$108,011
Middle School Principals	$105,080	$113,058
High School Principals	$114,809	$123,217
Superintendent	$205,358	$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 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.

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
• Carl Perkins
• Healthy Start
• Quality Education Investment Act
• Medi-Cal
• After School Education & Safety
• Head Start
• State Lottery
• English Language Acquisition Program
• Title II
• CA Partnership Academies
• Title I
• Charter School Fund
• Title III
• Special Education
• Pupil Retention Block Grant

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,279
From Supplemental/Restricted Sources	$1,777
From Basic/Unrestricted Sources	$5,502
District	
From Basic/Unrestricted Sources	$4,698
Percentage of Variation between School & District	17.1%
State	
From Basic/Unrestricted Sources	$4,690
Percentage of Variation between School & State	17.3%

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

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.

Student Recognition

Students are recognized for a variety of accomplishments in a multitude of ways including Expected Student Learning Results (ESLR), Renaissance Knightly Virtues, Athletics, Academic Honor and Improvement (Honor Roll, California Golden State Seal Award, California Scholastic Federation, Content Area Awards, and Financial Scholarships, etc.), Attendance, Seal of Biliteracy, JROTC, and Future Famers of America (FFA). Recognition Assemblies, Senior Awards, All School Awards, Sports Banquets, and Graduations are examples of student recognition events.

Co-Curricular and Extracurricular Activities

Rio Linda High School recognizes that co-curricular and 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
• MESA Competition
• Social, Academic and Service Clubs
• ASB Student Leadership
• Skills USA Competition
• Comprehensive Athletic Programs
• Science Bowl
• Knowledge Bowl
• Virtual Enterprise Competitions
• Future Farmers of America (FFA) Charter
• Marching Band and Choir Competitions
• JROTC Competitions