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Twin Rivers Unified School District Rio Linda High School

CDS Code: 34-76505-3436979

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2014-15 School Accountability Report Card Published in 2015-16 School Year

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 2015-16)

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.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	8.7%
American Indian or Alaska Native	0.8%
Asian	13.8%
Filipino	1.3%
Hispanic or Latino	38.1%
Native Hawaiian or Pacific Islander	1.8%
White	33.0%
Two or More Races	2.4%
English Learners	14.5%
Socioeconomically Disadvantaged	79.2%
Students with Disabilities	14.7%
Foster Youth	0.9%

School Enrollment & Attendance (School Year 2014-15)

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 the 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			
	2012-13	2013-14	2014-15
9th	492	501	550
10th	438	473	460
11th	426	397	376
12th	358	380	341

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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	98.3%	1.8%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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.

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.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	83	90	1270
Without Full Credentials	0	1	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	43

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	1	1	0
Total Misassignments of Teachers	2	1	0
Vacant Teacher Positions	4	3	1

School Facilities & Safety (School Year 2015-16)

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 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: 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 - Dirty vents; P Rm. V2 - Dirty vents; P Rm. V3 - Dirty vents; P Rm. V4 - Dirty vents; P Rm. V5 - Dirty vents; P Rm. V6 - Dirty vents.
Interior		X		Rm. D8 - Ceiling tiles are loose; Rm. D6 - Ceiling tiles are loose; Rm. A1/Band - Carpet has waves/trip hazard; Rm. A2/Choir - Carpet has waves/trip hazard; P Rm. S8 - Water stains on ceiling tiles; P Rm. S9 - Water stains on ceiling tiles; Upstairs/Rm. W4 - Water stains on ceiling tiles; Rm. W6 - Water stains on ceiling tiles; Rm. W7 - Water stains on ceiling tiles; Rm. X6 - Water stains on ceiling tiles; Rm. X5 - Water stains on ceiling tiles; Rm. G6 - Ceiling tiles are loose; Rm. G5 - Ceiling tiles are loose; Rm. F12 - Ceiling tiles are loose; Rm. F7 - Floor tiles are stained; Rm. E8 - Ceiling tiles are loose; Rm. E1 - Water stains on ceiling tiles, ceiling tiles are loose; Rm. E3 - Ceiling tiles are loose, conduit loose on ceiling to overhead; Rm. E4 - Ceiling tiles are loose; Rm. E5 - Ceiling tiles are loose; Rm. H10 - Ceiling tiles are loose; Rm. H9 - Ceiling tiles are loose; Rm. H8 - Ceiling tiles are loose; Rm. H7 - Ceiling tiles are loose; Rm. H1 - Conduit is loose at ceiling; Rm. K2/Weight Rm. - Water stained ceiling tiles; 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; P Rm. T3 - Water stained ceiling tiles; P Rm. T2 - Water stained ceiling tiles;
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 - Trip hazard at ramp entry asphalt seam; P Rm. T3 - Trip hazard at ramp entry asphalt seam; P Rm. T2 - Trip hazard at ramp entry asphalt seam; P Rm. T1 - Trip hazard at ramp entry asphalt seam; P Rm. V1 - Trip hazard at ramp entry asphalt seam; P Rm. V2 - Trip hazard at ramp entry asphalt seam; 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 and 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	College Board	2014	Yes	0.0%
9th-12th	Algebra II	College Board	2014	Yes	0.0%
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	Prentice Hall/ Pearson	2008	Yes	0.0%
9th-12th	Geometry	College Board	2014	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	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%

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.

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); 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

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	45	26	44
Mathematics (Grades 3-8 and 11)	23	21	33

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	358	347	96.9	27	26	29	16	347	96.9	46	30	16	7
Male	358	182	50.8	32	28	26	13	183	51.1	51	23	16	9
Female	358	165	46.1	21	24	32	21	164	45.8	40	38	15	6
Black or African American	358	35	9.8	43	26	23	6	35	9.8	63	26	6	3
American Indian or Alaska Native	358	3	0.8	--	--	--	--	3	0.8	--	--	--	--
Asian	358	61	17	16	25	41	15	61	17	30	34	21	13
Filipino	358	8	2.2	--	--	--	--	8	2.2	--	--	--	--
Hispanic or Latino	358	122	34.1	28	30	27	14	123	34.4	50	32	15	2
Native Hawaiian or Pacific Islander	358	8	2.2	--	--	--	--	8	2.2	--	--	--	--
White	358	99	27.7	27	24	24	22	98	27.4	46	28	15	11
Two or More Races	358	1	0.3	--	--	--	--	1	0.3	--	--	--	--
Socioeconomically Disadvantaged	358	265	74	29	26	28	14	265	74	48	32	14	6
English Learners	358	36	10.1	53	31	8	3	37	10.3	86	3	8	0
Students with Disabilities	358	39	10.9	69	26	3	0	40	11.2	95	3	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 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. 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.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	45	60	47	43	47	43	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	47
African American/Black	41
Asian	61
Hispanic or Latino	35
White	59
Males	50
Females	44
Socioeconomically Disadvantaged	46
English Learners	19
Students with Disabilities	23

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

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
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	95.5%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	29.3%

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



Career Technical Education Programs (School Year 2014-15)

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 to ensure work-readiness skills. Jackie White, Director of College and Career Options is the primary contact for Twin Rivers Unified School District's Career Technical Education Committee.

The district has established career academies and pathways (introductory, concentrator and capstone courses). 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 designated career industries. Career-based learning and career technical student organizations (CTSOs) such as FFA, Skills USA, Virtual Enterprise, DECA, and SEVA provide opportunities for co-curricular activities, competitions, and internships with local employers. Rio Linda High School students run commercial operations where students learn daily operations of running a business (Knights Armor Student Store, a screen printing and embroidery service, an on-site SAFE credit union, as well as catering and retail floral businesses). Rio Linda High School also has a radio station which broadcasts student produced shows. The following programs are offered:

- Business
- Digital Media and Computer Graphics
- Agriculture Science
- Marketing
- Radio and TV Broadcasting
- Culinary Arts
- Merchandising and Retail Sales
- Project Lead The Way Engineering

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:

- Marketing and Merchandising
- Office Professional
- Radio and TV Broadcasting
- Floral Design
- Retail Sales
- Virtual Enterprise
- Multi-Media
- Agriculture Mechanics/Industrial Design
- Small Business
- Web Page Design
- Computer Graphics
- Culinary and Catering

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 participated in CTE programs?	524
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	69.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	13.0%

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 2014-15)

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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.2%	27.9%	32.9%

**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 2014-15)

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.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	43	34	57	47	32	56	43	33	58
Mathematics	43	35	60	56	34	62	50	36	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	61	24	16	57	33	10
All Students School	57	25	17	50	39	10
Male	65	24	11	48	40	12
Female	48	26	25	54	38	8
Black or African American	56	32	12	62	36	3
American Indian or Alaska Native	0	0	0	0	0	0
Asian	45	20	34	16	55	30
Filipino	0	0	0	0	0	0
Hispanic or Latino	64	23	13	56	38	5
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	54	29	18	51	38	11
English Learners	94	6	0	71	26	3
Socioeconomically Disadvantaged	60	25	16	50	40	10
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	90	6	3	87	11	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 school site.

Parent & Community Involvement (School Year 2015-16)

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: 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					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	16.9%	10.5%	10.6%	0.2%	0.1%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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 hazardous materials and state earthquake standards.

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					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	10.7%	6.3%	6.1%	87.7%	92.1%	92.8%
District	19.4%	16.4%	15.3%	72.3%	75.3%	77.6%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

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.

Completion of High School Graduation Requirements - Class of 2014

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 2013-2014 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	91.6%	65%	84.6%
African American/Black	79%	51.9%	76%
American Indian or Alaska Native	100%	56.3%	78.1%
Asian	98.2%	74.1%	92.6%
Filipino	100%	82.6%	96.5%
Hispanic or Latino	90.8%	62.2%	81.3%
Native Hawaiian or Pacific Islander	100%	68%	83.6%
White	89.7%	73.1%	89.9%
Two or More Races	100%	58.2%	82.8%
English Learners	68%	48.9%	50.8%
Socioeconomically Disadvantaged	90.3%	64.3%	81.4%
Students with Disabilities	82%	52%	61.3%

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.

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.

Adequate Yearly Progress (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
English	22	22	22	39	39	34	34	34	40	14	14	8
Mathematics	22	22	20	24	24	41	47	47	33	2	2	15
Science	21	21	22	18	18	22	36	36	33	-	-	2
Social Science	23	23	20	18	18	29	35	35	30	5	5	2

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.), CTE pathway Completion, Attendance, Seal of Biliteracy, JROTC, and Future Farmers of America (FFA). Recognition Assemblies, Senior Awards, All School Awards, Sports Banquets, and Graduations are examples of student recognition events.

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 five years, primary leadership duties were assumed by Principal Ed Delgado. Principal Delgado has 19 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
- Site Leadership Team
- Housekeeping Committees
- ASB Student Leadership
- Knights of the Round Table-Parent Organization
- Department Chairs
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- District Advisory Committee (DAC)
- Academic, Social and Service Clubs
- Athletic and Music Booster Groups
- FFA
- JROTC

Counseling & Support Staff (School Year 2014-15)

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 1:345. 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 Support Teacher	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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

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:

- Comprehensive Athletics Program
- Comprehensive Student Activities Program
- ASB Student Leadership
- Social, Academic and Service Clubs
- Science Bowl
- Academic Decathlon
- Skills USA Competition
- Virtual Enterprise Competitions
- Future Farmers of America (FFA) Charter
- Marching Band and Choir Competitions
- JROTC Competitions
- Link Crew Freshman Transition
- Safe Schools Ambassadors
- Field Trip Experiences

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
- Graduation from high school
- Grades in specified courses and test scores

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
English	4
Foreign Language	3
Mathematics	2
Science	7
Social Science	4
Totals	21
Percent of Students in AP Courses	0.6%

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 2013-14

	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

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	\$70,719
District	\$71,162
Percentage of Variation	-0.6%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-3.1%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

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>.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$7,490
From Supplemental/Restricted Sources	\$1,558
From Basic/Unrestricted Sources	\$5,932
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	14.1%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	10.9%

District Revenue Sources (Fiscal Year 14-15)

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