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Twin Rivers Unified School District Rio Linda High School

CDS Code: 34-76505-3436979

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2015-16 School Accountability Report Card Published in 2016-17 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 2016-17)

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	
2015-16	
	Percentage
Black or African American	7.7%
American Indian or Alaska Native	0.7%
Asian	14.0%
Filipino	1.7%
Hispanic or Latino	39.0%
Native Hawaiian or Pacific Islander	2.2%
White	31.0%
Two or More Races	2.1%
EL Students	14.3%
Socioeconomically Disadvantaged	78.3%
Students with Disabilities	13.9%
Foster Youth	0.7%

School Enrollment & Attendance (School Year 2015-16)

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.

Rio Linda High School had a beginning enrollment of 1738 students in grades nine through twelve for the 2015-16 school year.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
9th	501	550	489
10th	473	460	503
11th	397	376	395
12th	380	341	351

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 2016-17)

Federal law 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.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	98.0%	2.0%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	83	90	87	1257
Without Full Credentials	1	0	2	46
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	52

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		
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	1	0	0
Total Misassignments of Teachers	1	0	1
Vacant Teacher Positions	3	1	2

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 2016-17)

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: 03/22/2015				
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 Room V4 - dirty vents.
Interior		X		Room D9 - ceiling tile is loose; Room D8 - ceiling tiles are loose; Room D7 - water stained ceiling tiles; Room D6 - ceiling tiles are loose; Room D3 - water stained ceiling tiles; Room D4 - water stained ceiling tiles/ceiling tiles are loose; Room D5 - ceiling tiles are loose; Room A1/Band - ceiling tiles are loose; P Room S2 - tiles have a gap at entry/trip hazard/ wallpaper is torn on back wall; P Room S4 - water stained ceiling tiles/wallpaper is torn on south wall; P Room S8 - water stained ceiling tiles/ceiling tiles are missing/wallpaper is torn; P Room S10 - water stained ceiling tiles/vent cover is loose; Upstairs/Room W4 - water stained ceiling tiles; Room W7 - water stained ceiling tiles; Room X5 - water stained ceiling tiles; Room X4 - water stained ceiling tiles; Room G6 - ceiling tiles are loose; Room G5 - ceiling tiles are loose/damaged/water stained ceiling tiles; Storage - water damage to ceiling (see pic.); Room G1 - metal trim around wall is broken and missing; Room G3 - linoleum on counter is cracked and missing; Room F12 - ceiling tiles are loose; Room F4 - ceiling tile is loose; Room E6 - ceiling tile is loose; Room E3 - ceiling tiles are loose; Room E4 - ceiling tiles are loose; Room H9 - ceiling tiles are loose; Room H7 - ceiling tiles are loose; Room H1 - water stained ceiling tiles; Room H5 - ceiling tile is loose; Room K2/Weight Room - water stained ceiling tiles; Room K1/Woodshop - water stained ceiling tiles/ceiling tiles are missing/water damage on main beam; Room K1A - water stained ceiling tiles/ceiling tiles are missing; Room P4/ROTC - water stained ceiling tiles/ceiling tiles are loose; Room J2 - ceiling tile is loose; Room J6 - ceiling tile is loose; P Room T4 - water stained ceiling tiles/ceiling tile is cracked; P Room T3 - water stained ceiling tiles; P Room T2 - water stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			P Room S2 - outlet covers are broken on north wall; Room F10 - outlet cover is missing in hallway above door; Room J1 - light diffuser is loose.
Restrooms/Fountains	X			Room D9 - faucet is loose.
Safety (Fire Safety, Hazardous Materials)	X			Girls Restroom - paint is chipping on door; Nurse - paint is chipping on walls; Office - paint is chipping on window frames; Kitchen - paint is chipping on door frames; P Room S2 - no skid paint is peeling on ramp; Room X3 - paint is chipping on door; Storage - paint chipping on ceiling.
Structural (Structural Damage, Roofs)	X			Room K1A - rusted holes in eaves. P Room T4 - trip hazard at ramp entry asphalt seam.
External (Grounds, Windows, Doors, Gates, Fences)	X			Room A1/Band - trip hazard at west exit asphalt/cement seam; P Room S3 - trip hazard at ramp entry; Room E1 - trip hazard/water cover is missing; Room K1A - exterior light cover is broken; P Room T3 - trip hazard at ramp entry asphalt seam; P Room T2 - trip hazard at ramp entry asphalt seam; P Room T1 - trip hazard on asphalt at ramp entry; P Room V1 - trip hazard at on asphalt at ramp entry; P Room V2 - trip hazard at on asphalt at ramp entry; P Room V3 - trip hazard at on asphalt at ramp entry.

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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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%

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten; the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

Subject	California Assessment of Student Performance and Progress								
	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	46	55	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	23	20	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	60	47	41	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	469	455	97.01	41.32
Male	241	233	96.68	42.06
Female	228	222	97.37	40.54
Black or African American	35	33	94.29	21.21
Asian	62	61	98.39	39.34
Hispanic or Latino	200	194	97	35.05
Native Hawaiian or Pacific Islander	11	11	100	18.18
White	135	131	97.04	56.49
Two or More Races	14	13	92.86	61.54
Socioeconomically Disadvantaged	376	366	97.34	35.79
English Learners	53	50	94.34	8
Students with Disabilities	80	75	93.75	22.67

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 11							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	351	338	96.3	55.06	334	95.43	19.76
Male	195	189	96.92	47.34	187	96.39	17.65
Female	156	149	95.51	64.86	147	94.23	22.45
Black or African American	29	26	89.66	50	26	89.66	15.38
Asian	58	57	98.28	61.4	57	98.28	31.58
Hispanic or Latino	127	120	94.49	51.26	119	93.7	12.61
White	108	106	98.15	56.19	104	97.2	22.12
Socioeconomically Disadvantaged	271	262	96.68	51.92	259	95.57	18.53
English Learners	26	25	96.15	--	25	96.15	--
Students with Disabilities	54	48	88.89	8.7	46	85.19	2.17

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (2015-16)	97.6%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	25.5%

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

Career Technical Education Programs (School Year 2015-16)

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

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

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

- Marketing and Merchandising
- Retail Sales
- Small Business
- Office Professional
- Virtual Enterprise
- Web Page Design
- Radio and TV Broadcasting
- Multi-Media
- Computer Graphics
- Floral Design
- Agriculture Mechanics/Industrial Design
- 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?	1,010
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	23.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	15.0%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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 2015-16

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.3%	27.0%	31.4%

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

C. 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 2016-17)

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. Parents and community members are also encouraged to volunteer in the classroom, in club activities and as field trip chaperones. Annually, RLHS Key Stakeholders update the school's Parent Involvement Policy and School Compact.

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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	11.0%	11.0%	11.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

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		
	12-13	13-14	14-15	12-13	13-14	14-15
School	6.3%	6.1%	1.5%	92.1%	92.8%	95.4%
District	16.4%	15.3%	9.2%	75.3%	77.6%	82.9%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-Language Arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2015-2016 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	86.6%	67.6%	85.7%
African American/Black	105.3%	68.1%	76.9%
American Indian or Alaska Native	150%	75%	74.9%
Asian	101.8%	67.1%	92.8%
Filipino	28.6%	117.4%	96.8%
Hispanic or Latino	83.2%	67.7%	84.5%
Native Hawaiian or Pacific Islander	80%	64%	84.9%
White	76%	64.2%	87.2%
Two or More Races	233.3%	62.7%	91.4%
English Learners	58%	44.6%	50.9%
Socioeconomically Disadvantaged	85.9%	63.9%	76.6%
Students with Disabilities	78%	51.7%	68.4%

D. 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.

Additional Internet Access/Public Libraries

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

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	23	22	19	31	34	48	27	40	40	25	8	11
Mathematics	22	20	20	28	41	37	42	33	30	12	15	17
Science	23	22	21	17	22	22	27	33	36	6	2	-
Social Science	23	20	20	19	29	28	26	30	22	10	2	15

School Leadership

School 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 six years, primary leadership duties were assumed by Principal Ed Delgado. Principal Delgado has 20 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
- Department Chairs
- District English Learner Advisory Committee (DELAC)
- Academic, Social and Service Clubs
- FFA
- Site Leadership Team
- ASB Student Leadership
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC)
- Athletic and Music Booster Groups
- JROTC

Counseling & Support Staff (School Year 2015-16)

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 1:347. 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	2	1.0
Health Assistant	2	1.4
Library Media Technician	1	1.0
Nurse	1	0.25
Psychologist	2	2.0
Resource Specialist Program (RSP) Teacher	5	5.0
RSP Aide	6	4.5
Special Day Class (SDC) Teacher	8	8.0
Speech and Language Specialist	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 that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. 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 high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

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 Schoolwide Learner Outcomes (SLOs), 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.

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

Advanced Placement Classes (School Year 2015-16)

Rio Linda High School emphasizes a rigorous academic program which prioritizes A-G requirements and expects that students will continue postsecondary 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 six sections of XL (Honors) courses in English Language Arts.

Advanced Placement Classes

	<u># of Courses</u>
Fine and Performing Arts	-
Computer Science	-
English	2
Foreign Language	3
Mathematics	2
Music	-
Science	4
Social Science	-
Totals	11

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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 2014-15

	<u>District</u>	<u>State</u>
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$73,219
District	\$71,399
Percentage of Variation	2.5%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-3.5%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$8,030
From Supplemental/Restricted Sources	\$1,547
From Basic/Unrestricted Sources	\$6,483
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	12.6%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	14.2%

District Revenue Sources (Fiscal Year 2015-16)

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**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant