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Twin Rivers Unified School District Rio Linda Preparatory Academy

CDS Code: 34-76505-6059257

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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.

Principal's Message

Rio Linda Preparatory Academy is in its Sixth year of existence and working to develop a unique culture that fosters academic excellence in a safe and optimistic learning environment.

Our school is a 5th through 8th grade middle school configuration in the Twin Rivers Unified School District. The students, teachers, parents, community members, volunteers and district personnel are very excited and optimistic about the school's academic potential. We have had a year of successful collaboration with Dry Creek Elementary and Rio Linda High School (RLHS) to grow our MESA and AVID students by continuous academic development. We expect to triple the number of RLPAs students taking high school classes at RLHS. The objective of our three schools is to prepare our students for college and the work force. Our long term goal is to foster a seamless kindergarten through twelfth grade program with our neighboring feeder schools. We welcome students from outside our district and neighboring schools as well.

Rio Linda Preparatory Academy is committed to meeting the needs of all our students while raising students, parents, staff, volunteers, and community members' academic capacity. Our school offers MESA, Project Lead the Way (Engineering Program), Honors/GATE, and school wide AVID and early access to high school classes which prepares all students for a successful high school experience.

Our 8th grade students have the opportunity to take classes at Rio Linda High School such as Pre-Agriculture, Band, Choir, Geometry, Junior ROTC, and other classes. Taking classes at the high school while at Rio Linda Preparatory Academy gives students the opportunity to acquire high school credits while attending middle school.

Parent and family involvement is a key to the success of our students and school. Registered volunteers are at school on a daily basis to support student learning. We also have a Parent Center that families can utilize for classroom support as well as checking their student's progress using School Loop. Our volunteer parents work along with the teachers, administration, and our after school program support our students in their academic growth. Rio Linda Preparatory Academy also welcomes community volunteers to support students.

School Mission Statement

Mission Statement

Rio Linda Preparatory Academy will develop a learning partnership that includes students, families and the school community to engage students as lifelong learners in a safe and caring environment.

Vision Statement

Rio Linda Preparatory Academy, in partnership with the community, will provide students exploratory experiences and skills that enable them to reach their fullest potential as independent thinkers and lifelong learners. By providing a diversified curriculum and a school environment that fosters civic pride, citizenship, self-esteem and respect for individual differences, we seek to address the unique needs of the early adolescent in a changing society.

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.

Rio Linda Preparatory Academy had a beginning enrollment of 423 students in grades five through eight for the 2014-15 school year. Student demographics are illustrated in the chart.

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	4.6%
American Indian or Alaska Native	1.0%
Asian	11.5%
Filipino	0.7%
Hispanic or Latino	37.4%
Native Hawaiian or Pacific Islander	0.5%
White	42.2%
Two or More Races	2.2%
English Learners	19.9%
Socioeconomically Disadvantaged	88.0%
Students with Disabilities	18.0%
Foster Youth	0.2%

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
5th	51	65	80
6th	68	71	69
7th	136	134	135
8th	150	150	139

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	91.5%	8.4%
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.

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	18	23	1270
Without Full Credentials	0	2	1	21
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	43

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

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
7th-8th	Algebra I	College Board	2014	Yes	0.0%
7th-8th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
5th-6th	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
7th-8th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
7th-8th	Foreign Language	Prentice Hall/Pearson	2008	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
5th	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Studies	Prentice Hall	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
5th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
8th	Physical Science	McDougal Littell	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
5th	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

The current facilities were built in 1952, and consists of 31 classrooms, a gym, a library, three computer rooms, and a staff lounge. There are also two carts that provide students with access to laptops.

The Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. Key elements to the safety plan include evacuation plans, drills, shelter-in-place, and dismissal procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous 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.

School Facility Conditions				
Date of Last Inspection: 09/18/2015				
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			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Boys Locker Room - there are two missing light covers; Cafeteria - there is one light out; Room 53 - there is one light out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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. The 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.

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 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)	33	33	34	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	34
Asian	44
Hispanic or Latino	34
White	34
Males	43
Females	26
Socioeconomically Disadvantaged	29
English Learners	29

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

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)	20	26	44
Mathematics (Grades 3-8 and 11)	13	21	33

California Assessment of Student Performance and Progress - Grade 5

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	84	81	96.4	58	23	16	2	81	96.4	60	26	5	9
Male	84	44	52.4	57	20	20	2	44	52.4	55	23	9	14
Female	84	37	44	59	27	11	3	37	44	68	30	0	3
Black or African American	84	5	6	--	--	--	--	5	6	--	--	--	--
American Indian or Alaska Native	84	2	2.4	--	--	--	--	2	2.4	--	--	--	--
Asian	84	7	8.3	--	--	--	--	7	8.3	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	84	23	27.4	61	26	13	0	23	27.4	70	17	4	9
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	84	39	46.4	62	23	13	3	39	46.4	59	26	5	10
Two or More Races	84	3	3.6	--	--	--	--	3	3.6	--	--	--	--
Socioeconomically Disadvantaged	84	73	86.9	60	25	14	1	73	86.9	63	27	4	5
English Learners	84	18	21.4	50	33	17	0	18	21.4	67	28	6	0
Students with Disabilities	84	15	17.9	93	7	0	0	15	17.9	87	13	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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.

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	70	68	97.1	49	29	21	1	69	98.6	48	32	12	9
Male	70	36	51.4	58	25	17	0	37	52.9	51	27	14	8
Female	70	32	45.7	38	34	25	3	32	45.7	44	38	9	9
Black or African American	70	5	7.1	--	--	--	--	5	7.1	--	--	--	--
American Indian or Alaska Native	70	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Asian	70	7	10	--	--	--	--	7	10	--	--	--	--
Filipino	70	1	1.4	--	--	--	--	1	1.4	--	--	--	--
Hispanic or Latino	70	30	42.9	53	27	17	3	30	42.9	50	27	17	7
Native Hawaiian or Pacific Islander	70	1	1.4	--	--	--	--	1	1.4	--	--	--	--
White	70	20	28.6	40	35	25	0	21	30	52	29	5	14
Two or More Races	70	3	4.3	--	--	--	--	3	4.3	--	--	--	--
Socioeconomically Disadvantaged	70	58	82.9	53	31	14	2	58	82.9	53	29	10	7
English Learners	70	14	20	79	21	0	0	14	20	71	29	0	0
Students with Disabilities	70	16	22.9	69	19	13	0	16	22.9	63	19	6	13
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	140	134	95.7	54	22	19	3	136	97.1	51	33	9	4
Male	140	67	47.9	67	18	13	0	69	49.3	59	28	6	1
Female	140	67	47.9	42	25	25	6	67	47.9	43	39	12	6
Black or African American	140	9	6.4	--	--	--	--	8	5.7	--	--	--	--
American Indian or Alaska Native	140	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Asian	140	14	10	36	21	29	14	14	10	14	57	29	0
Filipino	140	2	1.4	--	--	--	--	3	2.1	--	--	--	--
Hispanic or Latino	140	45	32.1	60	20	18	2	46	32.9	67	20	4	7
Native Hawaiian or Pacific Islander	140	0	0	--	--	--	--	1	0.7	--	--	--	--
White	140	58	41.4	59	22	16	2	58	41.4	50	36	9	0
Two or More Races	140	2	1.4	--	--	--	--	2	1.4	--	--	--	--
Socioeconomically Disadvantaged	140	118	84.3	54	21	20	3	120	85.7	51	32	10	4
English Learners	140	24	17.1	75	13	13	0	25	17.9	60	36	4	0
Students with Disabilities	140	23	16.4	83	9	4	0	23	16.4	70	13	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	153	147	96.1	45	37	16	2	148	96.7	67	22	7	3
Male	153	73	47.7	63	25	11	1	74	48.4	73	18	7	3
Female	153	74	48.4	27	50	20	3	74	48.4	61	27	8	4
Black or African American	153	4	2.6	--	--	--	--	4	2.6	--	--	--	--
American Indian or Alaska Native	153	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Asian	153	20	13.1	15	55	30	0	20	13.1	30	50	20	0
Filipino	153	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Hispanic or Latino	153	56	36.6	46	43	11	0	57	37.3	79	18	2	2
Native Hawaiian or Pacific Islander	153	2	1.3	--	--	--	--	2	1.3	--	--	--	--
White	153	58	37.9	53	26	16	5	58	37.9	67	17	9	7
Two or More Races	153	4	2.6	--	--	--	--	4	2.6	--	--	--	--
Socioeconomically Disadvantaged	153	121	79.1	47	40	13	0	121	79.1	71	22	5	2
English Learners	153	25	16.3	24	56	20	0	25	16.3	60	32	8	0
Students with Disabilities	153	22	14.4	91	9	0	0	22	14.4	100	0	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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
5	27.1%	20.8%	14.6%
7	24.0%	30.0%	12.0%

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

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 integral role at Rio Linda Preparatory Academy through participation and involvement in the School Site Council, the Parent Teacher Association (PTA), English Language Advisory Committee (ELAC) and District Advisory Committee. Parents are also encouraged to volunteer in classrooms, school activities and as field trip chaperones. In addition, Rio Linda Preparatory Academy has daily community members who volunteer in various capacities. Thanks to the effort of our parents there are now more opportunities for them to work with students and staff to assist RLPA to increase student achievement.

Contact Information

Parents who wish to participate in Rio Linda Preparatory Academy leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-2720.

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 Preparatory Academy 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 a right to learn and teachers have a right to teach. School rules and policies, dress code, attendance, and disciplinary procedures, are sent home to parents and students at the beginning of the school year as well as upon enrollment for new students. The rules, policies and procedures are reviewed at the beginning of school each year with the students as well as ongoing correspondence sent home to parents. Morning announcements are given daily at the start of each day to keep everyone informed about daily events. In addition, the morning announcements remind students about a variety of rules throughout the year.

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. Rio Linda Preparatory Academy believes in fostering the whole student. The latter being the case, when necessary, students who have been suspended are counseled and when appropriate, tailored interventions are put into place to support students' growth towards personal maturity. Suspensions and expulsions rates reflect incidents divided by total enrollment. Suspensions are a last resort consequence unless the education code states otherwise.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	20.2%	25.2%	23.7%	0.0%	0.0%	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)

The Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. Key elements to the safety plan include evacuation plans, drills, shelter-in-place, and dismissal procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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 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	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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	Yes		Yes		Yes	
Met Graduation Rate	N/A		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	2003-2004	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			
By Grade Level												
5	26	33	32	1	-	2	9	4	-	1	4	11
6	24	32	20	4	1	8	11	6	5	2	8	3
Other	-	45	12	-	-	1	-	-	-	-	-	-
By Subject Area												
English	21	21	18	11	11	13	5	5	4	3	3	2
Mathematics	22	22	21	7	7	7	4	4	7	2	2	-
Science	29	29	23	2	2	4	4	4	5	4	4	2
Social Science	25	25	25	2	2	4	6	6	4	2	2	2

School Leadership

Beginning in the school year 2010-11 Maria C. Sevilla assumed the leadership of Rio Linda Preparatory Academy. Ms. Sevilla's prior professional experiences include working as a vice principal at Foothill Farms Junior High, Rio Linda High School and Sacramento High School. Prior to serving in administration, Ms. Sevilla has had vast experience teaching at the elementary, secondary and college levels.

Leadership at Rio Linda Preparatory is a responsibility shared between site administrators, staff and parents. Staff members participate on Site Leadership Team and other school committees. They contribute in the decision making process affecting student growth academically, behaviorally and socially.

Opportunities for leadership include:

- Professional Learning Community (PLC)
- Site Leadership Team
- BEST Practices
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Student Leadership Advisory

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Rio Linda Preparatory Academy 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 chart below lists support staff that are available to all students at Rio Linda Preparatory Academy.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment. The support staff develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in one of the Special Day Classes, the Resource Specialist Program, and/or sessions with the Speech/Language Specialist.

Rio Linda Preparatory Academy offers support to better prepare students whose primary language is not English and who have limited proficiency in English to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). A three-period block of English Language Development instruction is offered for students in grades seven and eight to help students achieve fluency in English.

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	1	1.0
Health Assistant	1	1.0
Instructional Coach	1	1.0
Library Technician	1	1.0
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist	2	2.0
Program (RSP) Teacher	2	1.50
RSP Aide	3	2.25
SDC Aide	1	1.0
Special Day Class (SDC) Teacher	1	0.50
Speech and Language Specialist	1	0.50

Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Student body assemblies are held each trimester to recognize students who exhibit positive behavior and academic achievement. In addition, our school has a Renaissance program that motivates our students to focus on academics and to grow socially. Students with perfect attendance also receive recognition.

Other opportunities for recognition at Rio Linda Preparatory Academy include:

- Squire of the Month
- Most Improved Squire of the Month
- Trimester Grade Point Average Recognition
- Squire Quest Renaissance Program
- Honor Student and Sport Team recognition assemblies
- Monthly Individual Letters to Students

Extracurricular Activities

Rio Linda Preparatory Academy recognizes that extracurricular activities enrich the educational, social development and life experiences of students. Extracurricular activities offered at Rio Linda Preparatory Academy include the following:

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.

Curriculum Development

Rio Linda Preparatory Academy is a middle school providing access to California State Content Standards in all core subjects. Students are provided intervention through the use of a support class that teaches the underlying skills needed to reinforce concepts necessary for success in the standards-based class.

Student learning is monitored in an ongoing basis through a variety of formative benchmark assessments which are also mapped to quarterly and summative assessments. Core curriculum classes have established quarterly assessments and/or summatives. All assessment is tied to the California State Common Core Standards.

Academics

- Project Lead the Way
- College and Career Club
- ASES After School Program
- Student Leadership
- MESA After School Activities
- Renaissance Program

Sports

- Basketball
- Flag Football
- Soccer
- Volleyball

Clubs

- Art Club
- Music Club
- Leadership Club
- Yearbook Club
- Dance Club
- Club Live
- All Sports Club
- Drama Club
- MESA Club
- Robotics Club
- Student Leadership (Student Council) Club
- Workability Program
- Action Changing the Environment (ACTE)
- ASES After School Program Club

Computer Resources

All classrooms have at least 3 computers that are connected to the Internet. Rio Linda Preparatory Academy (RLPA) also has four computer labs with 35 computers each. There is also a computer cart with 30 laptops available for teachers to check out. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for the 21st Century. Currently, all classrooms have Smart Boards at RLPA.

At Risk Interventions

Rio Linda Preparatory Academy provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention.

GATE

Rio Linda Preparatory Academy offers Gifted and Talented Education (GATE)/Honors program to those who qualify. GATE students are enrolled in Honors courses that meet their academic needs.

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$69,317
District	\$71,162
Percentage of Variation	-2.6%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-5%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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%

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	\$8,215
From Supplemental/Restricted Sources	\$1,787
From Basic/Unrestricted Sources	\$6,428
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	23.6%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	20.2%

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