Twin Rivers Unified School District
Rio Linda Preparatory Academy
CDS Code: 34-76505-6059257

1101 G Street, Rio Linda, CA 95673
(916) 566-2720

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).

Principal's Message

Rio Linda Preparatory Academy is in its eight 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 in the Twin Rivers Unified School District. We continue to collaboration with Dry Creek Elementary and Rio Linda High School (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' academic capacity. Our school offers MESA, Project Lead the Way (Engineering Program), Honors/GATE, Leadership, Yearbook/Journalism, Spanish, AVID and early access to high school classes which prepares all students for a successful high school experience.

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 and administration. ASES, our after school program supports 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 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 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	5.7%
American Indian or Alaska Native	1.1%
Asian	10.0%
Filipino	0.6%
Hispanic or Latino	35.2%
Native Hawaiian or Pacific Islander	1.3%
White	41.0%
Two or More Races	3.2%
EL Students	19.5%
Socioeconomically Disadvantaged	82.2%
Students with Disabilities	18.5%
Foster Youth	1.3%

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 Preparatory Academy had a beginning enrollment of 471 students in grades five through eight 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
5th	65	80	75
6th	71	69	90
7th	134	135	155
8th	150	139	151

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	100.0%	0.0%
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	18	23	20	1257
Without Full Credentials	2	1	3	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	0
Misassignments of Teachers (other)	2	0	0
Total Misassignments of Teachers	**2**	**0**	**0**
Vacant Teacher Positions	3	0	1

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
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%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056059257Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

The current facilities were built in 1952, and consists of 31 classrooms, a gym, a library, a computer lab, PLTW computer lab, a Parent Resource Center, and a staff lounge. There are also five carts that provide students with access to laptops and one Chromebook cart.

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: 08/26/2016				
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			Room 30 - there is 1 light out.
Restrooms/Fountains	X			Girls Restroom, 20 Wing - there is graffiti on the walls.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 21 - the blinds are not working.

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 ensure 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 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.

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.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	20	25	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	13	19	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	33	34	30	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				
	Science			
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	238	227	95.38	30.4
Male	117	111	94.87	32.43
Female	121	116	95.87	28.45
Black or African American	13	12	92.31	16.67
Asian	23	23	100	43.48
Hispanic or Latino	84	81	96.43	16.05
White	97	90	92.78	40
Socioeconomically Disadvantaged	207	198	95.65	29.29
English Learners	23	21	91.3	--
Students with Disabilities	40	36	90	22.22

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 5

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	79	78	98.73	26.92	78	98.73	17.95
Male	37	37	100	27.03	37	100	18.92
Female	42	41	97.62	26.83	41	97.62	17.07
Hispanic or Latino	26	26	100	23.08	26	100	15.38
White	32	31	96.88	22.58	31	96.88	22.58
Socioeconomically Disadvantaged	72	71	98.61	25.35	71	98.61	15.49
Students with Disabilities	18	18	100	16.67	18	100	5.56

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	97	95	97.94	31.58	95	97.94	20
Male	52	52	100	30.77	52	100	23.08
Female	45	43	95.56	32.56	43	95.56	16.28
Hispanic or Latino	26	25	96.15	28	25	96.15	12
White	48	47	97.92	29.79	47	97.92	25.53
Socioeconomically Disadvantaged	81	79	97.53	29.11	79	97.53	16.46
English Learners	12	12	100	--	12	100	--
Students with Disabilities	22	22	100	4.55	22	100	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	154	150	97.4	20	150	97.4	13.7
Male	83	80	96.39	14.29	80	96.39	14.29
Female	71	70	98.59	26.47	70	98.59	13.04
Black or African American	12	12	100	16.67	12	100	--
Asian	17	17	100	29.41	17	100	35.29
Hispanic or Latino	60	59	98.33	20	59	98.33	9.09
White	55	52	94.55	13.73	52	94.55	11.54
Socioeconomically Disadvantaged	134	130	97.01	21.43	130	97.01	12.6
English Learners	17	17	100	--	17	100	--
Students with Disabilities	29	29	100	8	29	100	8

| California Assessment of Student Performance and Progress - Grade 8 | | | | | | | |
| | | English-Language Arts | | | Mathematics | | |
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**
All Students	159	153	96.23	25.35	153	96.23	23.08
Male	80	77	96.25	17.39	77	96.25	13.04
Female	79	76	96.2	32.88	76	96.2	32.43
Asian	14	14	100	50	14	100	42.86
Hispanic or Latino	58	58	100	17.31	58	100	17.31
White	65	61	93.85	28.81	61	93.85	25.42
Socioeconomically Disadvantaged	135	130	96.3	25.83	130	96.3	23.97
English Learners	13	13	100	--	13	100	--
Students with Disabilities	22	21	95.45	--	21	95.45	--

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.

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

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**
5	21.1%	27.6%	27.6%
7	20.7%	30.7%	20.0%

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 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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	25.0%	24.0%	21.0%	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)

The Safety Plan is evaluated and revised as needed with each safety drill throughout the school year by school staff members. Revisions to the Safety Plan are immediately communicated to all staff members as changes arise. 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.

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	2003-2004	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 Grade Level												
5	33	32	22	-	2	1	4	-	12	4	11	-
6	32	20	22	1	8	1	6	5	12	8	3	-
Other	45	12	-	-	1	-	-	-	-	1	-	-
By Subject Area												
English	19	18	22	11	13	9	7	4	3	-	2	6
Mathematics	18	21	26	10	7	4	6	7	6	-	-	3
Science	25	23	28	4	4	3	4	5	3	2	2	5
Social Science	26	25	26	3	4	3	5	4	6	2	2	2

School Leadership

Beginning in the school year 2015-16 Cindy Harrison assumed the primary leadership of Rio Linda Preparatory Academy. 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 2015-16)

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Health Assistant	1	1.0
Nurse	1	0.20
Psychologist	1	0.70
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.50
SDC Aide	3	2.25
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.50

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.

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

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 after school tutoring for English and math.

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.

Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Student body assemblies are held each Semester 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
• Semester 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:

Academics:
• Project Lead the Way
• GATE
• ASES After School Program
• Student Leadership
• MESA After School Activities
• Renaissance Program

Sports:
• Basketball
• Flag Football
• Soccer
• Volleyball

Clubs:
• Art Club
• Club Live
• MESA Club
• Robotics Club
• Student Leadership (Student Council) Club
• ASES After School Program Club
• Workability Program
• Civics Club

Computer Resources

All classrooms have at least 3 computers that are connected to the Internet. Rio Linda Preparatory Academy (RLPA) also has two computer labs with 35 computers each. There is also five computer carts 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.

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 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	$70,349
District	$71,399
Percentage of Variation	-1.5%
School & State	
All Unified School Districts	$75,837
Percentage of Variation	-7.2%

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		
	District	State
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%

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	$8,661
From Supplemental/Restricted Sources	$1,888
From Basic/Unrestricted Sources	$6,773
District	
From Basic/Unrestricted Sources	$5,756
Percentage of Variation between School & District	17.7%
State	
From Basic/Unrestricted Sources	$5,677
Percentage of Variation between School & State	19.3%

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