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Twin Rivers Unified School District Rio Linda Preparatory Academy

CDS Code: 34-76505-6059257

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2016-17 School Accountability Report Card Published in 2017-18 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 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 collaborate 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.

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

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 2017-18)

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 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	5.4%
American Indian or Alaska Native	1.0%
Asian	9.1%
Filipino	0.2%
Hispanic or Latino	37.1%
Native Hawaiian or Pacific Islander	1.0%
White	39.8%
Two or More Races	4.8%
EL Students	13.3%
Socioeconomically Disadvantaged	83.8%
Students with Disabilities	17.8%
Foster Youth	0.6%

School Enrollment & Attendance (School Year 2016-17)

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 School had a beginning enrollment of 517 students in grades five through eight for the 2016-17 school year.

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
5th	80	75	89
6th	69	90	102
7th	135	155	166
8th	139	151	160

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.

Teacher Assignment

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

	Teacher Credential Status			District
	School	School	School	
	15-16	16-17	17-18	17-18
Fully Credentialed	23	20	24	1256
Without Full Credentials	1	3	1	60
Teaching Outside Subject Area of Competence (with full credential)	0	0	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		
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	1	0

School Facilities & Safety (School Year 2017-18)

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.

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 2017-18 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.

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.

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

School Facility Conditions				
Date of Last Inspection: 08/18/2017				
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			
Restrooms/Fountains		X		Boys Restroom Near Room 27 - the porcelain is damaged on four urinals; Girls Restroom Near Room 22 - one toilet is leaking at the flush-o-meter.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
7th-8th	ELD	Pearson	2017	Yes	0.0%
5th-6th	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	Yes	0.0%
7th-8th	Foreign Language	Pearson/Prentice Hall	2008	Yes	0.0%
5th	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
5th-8th	Mathematics	Houghton Mifflin Go Math	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

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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 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. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests 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. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	25	27	--	31	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	19	16	--	25	25	--	36	37
Science (Grades 5, 8, and 10)	34	30	--	43	40	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
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	518	513	99.03	26.56	515	99.23	15.92
Male	276	272	98.55	21.32	273	98.91	17.22
Female	242	241	99.59	32.5	242	99.59	14.46
Black or African American	28	28	100.00	25	28	100.00	7.14
Asian	48	48	100.00	43.75	48	100.00	27.08
Hispanic or Latino	192	192	100.00	23.96	192	100.00	14.06
White	206	201	97.57	22	203	98.07	15.76
Two or More Races	21	21	100.00	52.38	21	100.00	28.57
Socioeconomically Disadvantaged	447	442	98.88	25.34	444	99.11	14.64
English Learners	141	141	100.00	23.4	141	100.00	13.48
Students with Disabilities	99	97	97.98	4.12	97	97.98	4.12

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.

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 2016-17)

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

2016-17

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.3%	37.9%	15.8%
7	24.0%	29.2%	18.8%

**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 2017-18)

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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	23.68	21.04	23.70	0.00	0.00	0.00
District	7.70	7.78	7.10	0.02	0.01	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

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.

School Leadership

Cindy Harrison, the RLPA principal, has set a goal to have RLPA community reach the community expectation for a school of excellence. 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

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 2017-18)

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.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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					
15 16 17	15 16 17	15 16 17	15 16 17	15 16 17	15 16 17	15 16 17	15 16 17	15 16 17	15 16 17			
By Grade Level												
5	32	23	23	2	-	3	-	12	12	11	-	-
6	20	24	26	8	10	10	5	15	13	3	3	7
Other	12	7	48	1	1	-	-	-	-	-	-	1
By Subject Area												
English	18	24	27	13	8	4	4	2	7	2	6	3
Mathematics	21	29	29	7	1	3	7	6	1	-	3	7
Science	23	30	29	4	2	1	5	3	7	2	5	3
Social Science	25	26	30	4	3	1	4	6	3	2	2	6

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 CORE areas.

Student learning is monitored in an ongoing basis through a variety of formative 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.

Counseling & Support Staff (School Year 2016-17)

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.

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
Nurse	1	0.20
Psychologist	1	0.70
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	3	2.25
Special Day Class (SDC) Teacher	2	2.0
Speech/Language/Hearing Specialist	1	0.60

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.

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 2016-2017 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 early release days. Professional development sessions were focused on high quality first instruction, 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 2016-2017 year, the district also supported over 100

beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

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
- Quarter Grade Point Average and Perfect Attendance 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
- Workability Program
- Civics Club
- 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 two computer labs with 35 computers each. There is also seven computer carts with 36 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.

District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 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	\$8,131
From Supplemental/Restricted Sources	\$1,911
From Basic/Unrestricted Sources	\$6,220
District	
From Basic/Unrestricted Sources	\$5,947
Percentage of Variation between School & District	4.6%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-5.4%

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

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

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$71,123
District	\$73,962
Percentage of Variation	-3.8%
School & State	
All Unified School Districts	\$79,228
Percentage of Variation	-10.2%

Teacher & Administrative Salaries (Fiscal Year 2015-16)

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		
2015-16		
	District	State
Beginning Teachers	\$45,390	\$47,808
Mid-Range Teachers	\$57,705	\$73,555
Highest Teachers	\$94,579	\$95,850
Elementary School Principals	\$101,037	\$120,448
Middle School Principals	\$105,044	\$125,592
High School Principals	\$112,069	\$138,175
Superintendent	\$260,000	\$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	5.0%	5.0%