



**Rusty Clark**  
Principal



**3200 Howard St.**  
**Bldg #354,**  
**McClellan, CA**  
**95652**  
**(916) 566-1600**

**Board of Trustees**

- Janis Green**
- Michelle Rivas**
- Alecia Eugene Chasten**
- Bob Bastian**
- Cortez Quinn**
- Roger Westrup**
- Linda Fowler**

**Frank Porter**  
Superintendent

# Twin Rivers Unified School District

## Rio Linda High School

6309 Dry Creek Road, Rio Linda, CA 95673 ♦ (916) 286-4500

### 2007-08 School Accountability Report Card

#### School Mission Statement

Our mission is to ensure a safe and caring environment while providing every student with the opportunity to graduate as a responsible citizen who is a lifelong learner.

#### District & School Profile

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. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Rio Linda High School had a beginning enrollment of 2033 students in grades nine through twelve for the 2007-08 school year. Student demographics are illustrated in the chart. The school has a long tradition of pride and accomplishment that began in 1962 and continues today as the school now serves the educational needs of a diverse and growing community of students and families that come from Sacramento, Robla, North Natomas, Elverta, North Highlands, and Rio Linda. The high school has grown and prospered through modernization and many technology upgrades.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	8.0%
American Indian	0.9%
Asian	12.6%
Caucasian	41.3%
Filipino	2.4%
Hispanic or Latino	25.6%
Pacific Islander	1.3%
Multiple or No Response	7.8%

#### Discipline & Climate for Learning

Rio Linda High School fosters an atmosphere that is conducive to learning, both on campus and at school related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that Students have the right to learn and teachers have the duty to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are sent home to parents and students each summer, and are printed in binder dividers for the staff. These rules are reviewed at the Ninth Grade Parent Orientation, and Back to School Night as well as in the school newsletter, and memos sent home to parents. Policies are also discussed with future students during visits to the middle school by the counselors and administration.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

#### Suspensions & Expulsions

	School		
	05-06	06-07	07-08
Suspensions	538	502	460
Suspension Rate	26.9%	24.7%	22.5%
Expulsions	12	16	7
Expulsion Rate	0.6%	0.8%	0.3%

#### Extracurricular Activities

Rio Linda High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program.

Extracurricular activities offered at Rio Linda High School include the following:

- Academic Decathlon
- Clubs
- Vocabulary Decathlon
- Skills USA Competition
- Comprehensive Athletic Programs

### School Enrollment & Attendance

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 Rio Linda High 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.

#### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	704	690	567
10th	500	526	548
11th	417	451	509
12th	379	367	419

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

### Dropout & Graduation Rates

Rio Linda High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: After School Tutorial, Summer School, CHARGE, and Concurrent Adult Education.

#### Graduation & Dropout Rates

	04-05	05-06	06-07
Dropout Rate	2.24%	2.10%	1.33%
Graduation Rate	86.20%	87.10%	88.40%

### Class Size

Rio Linda High School maintained a schoolwide average class size of 27.2 students and a pupil-to-teacher ratio of 21.5 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

#### Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08			
English	27	29	29	25	9	13	41	52	47	16	16	21
Mathematics	28	28	29	9	12	7	39	47	50	14	18	14
Science	26	26	27	10	11	6	33	36	38	4	6	4
Social Science	28	28	31	9	5	3	36	38	31	6	9	16

### Curriculum Development

All curriculum development at Rio Linda High School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

### Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

#### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Glencoe	2006	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Foreign Language	Prentice Hall	2007	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2005	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2007	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Key Curriculum	2002	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2002	Yes	0.0%
9th-12th	Mathematics	W.H. Freeman	2007	Yes	0.0%
9th-12th	Reading Language Arts	Bedford/St. Martin	2007	Yes	0.0%
9th-12th	Reading Language Arts	Glencoe	2007	Yes	0.0%
9th-12th	Reading Language Arts	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Kendall/Hunt	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%



## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## 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](http://www.saclibrary.org) for more information and directions to the nearest branch.

## Counseling & Support Staff

In addition to academics, the staff at Rio Linda High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The counselor to pupil ratio is 1:396. The chart lists support staff that are available to all students at Rio Linda High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	5	5.0
Career Technician	1	1.0
Health Technician	1	1.0
Librarian/library media teacher	1	1.0
Psychologist	1	1.0
Speech and Language Specialist	1	0.6

## Parent & Community Involvement

Parents play an important role at Rio Linda High School through active participation and involvement in school activities and organizations. Parents are encouraged to join School Site Council (SSC), English Language Advisory Committee (ELAC), Touchdown Club and KORT (Knights of the Round Table). Parents and community members are also encouraged to volunteer in the classroom, in club activities and as field trip chaperones.

## Contact Information

Parents who wish to participate in Rio Linda High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 286-4500.

## Physical Fitness

In the spring of each year, Rio Linda High School is required by the state to administer a physical fitness test to all students in ninth grade. 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). During the 2007-08 school year, 34.9% of ninth grade students were in the HFZ.



## Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## California Standards Test

The California Standards Test (CST), a component of the STAR 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, **Math, and Science, for the most recent three-year period, is shown. Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

## Federal Intervention Program

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 (API or 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. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

### Federal Intervention Programs

	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2008-09)	-
# of Schools Currently in PI	-
% of Schools Identified for PI	-

## Adequate Yearly Progress

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.
- API as an additional indicator.
- 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 and district performance are displayed in the chart. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	35	46	47	25	32	39	25	22	28	19	21	28	29	30	31
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	32	42	40	22	30	34	20	17	24	22	26	33	29	33	34
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	39	50	53	30	35	45	30	28	32	14	15	21	29	26	28
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	29	42	39	21	27	35	18	17	23	14	20	25	22	28	29
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	24	18	39	15	23	7	23	9	14	11	10	5	26	13	18
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
American Indian															
School	*	*	60	*	*	*	*	*	*	*	*	*	*	*	*
State	42	43	44	34	34	36	29	31	32	26	26	30	29	30	34
Asian															
School	35	45	48	27	28	44	15	18	31	11	19	36	21	27	30
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
Filipino															
School	*	*	53	31	*	*	*	13	*	23	*	*	*	19	*
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
Hispanic or Latino															
School	26	37	31	18	26	31	24	20	22	15	18	21	29	28	24
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Pacific Islander															
School	*	*	*	*	*	45	*	*	*	*	*	27	*	*	*
State	41	46	45	29	30	36	26	28	30	23	23	28	25	26	31
Caucasian															
School	42	58	56	32	39	48	29	27	33	25	25	33	33	36	37
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	7	2	6	3	4	0	3	0	7	5	7	4	3	3	12
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	14	16	16	8	9	17	7	4	6	6	13	13	8	9	8
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

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

### Adequate Yearly Progress (AYP)

	School	
Met Overall AYP	Yes	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
API School Results	Yes	
Graduation Rate	Yes	

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

### API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	4	4	5	
Similar Schools Rank	5	3	6	
All Students				
Actual Growth	2	31	6	705
Socioeconomically Disadvantaged				
Actual Growth	9	34	-5	673
African American				
Actual Growth	-10	52	-28	594
Asian				
Actual Growth	22	27	22	746
Hispanic or Latino				
Actual Growth	-7	28	-6	660
Caucasian				
Actual Growth	9	36	15	737
Students with Disabilities				
Actual Growth	1	-2	-35	430
English Learners				
Actual Growth	22	31	7	691

### CAHSEE By Subject

	2005-06		2006-07		2007-08	
	School	State	School	State	School	State
English	44.5	51.1	40.8	48.6	43.5	52.9
Mathematics	39.5	46.8	50.7	49.9	47.8	51.3

### CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56.5	38.3	5.2	52.2	37.8	10.1
Male	59.0	35.9	5.1	50.2	36.9	12.9
Female	53.9	40.8	5.3	53.9	38.8	7.3
African American	78.4	21.6	-	78.6	21.4	-
Asian	46.3	46.3	7.5	36.8	38.2	25.0
Hispanic or Latino	68.3	27.6	4.1	62.8	32.4	4.8
White	49.2	45.6	5.2	46.1	44.0	9.8
English Learners	66.1	29.3	4.6	52.3	36.2	11.5
Socioeconomically Disadvantaged	69.5	28.7	1.8	61.0	31.4	7.6
Students with Disabilities	96.2	3.8	-	93.0	7.0	-

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

### Completion of High School Graduation Requirements

	School	District	State
All Students	82.0%	68.0%	*
Socioeconomically Disadvantaged	100.0%	78.0%	*
African American	73.0%	62.0%	*
Asian	95.0%	81.0%	*
Filipino	83.0%	78.0%	*
Hispanic	75.0%	61.0%	*
Caucasian	82.0%	73.0%	*
English Learners	81.0%	67.0%	*
Students with Disabilities	0.0%	2.0%	*

\* Data was not available at the time of publication.

## UC/CSU Course Completion

Students at Rio Linda High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Advanced Placement Classes

Rio Linda High School encourages students to continue their education past high school. Rio Linda High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

## Workforce Preparation

It is the goal of Rio Linda High School's that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills. Marla Miller is the primary contact for Twin Rivers Unified School District's Career Technical Committee.

The district has established career academies. The Career-themed learning communities serve as schools-within-a school. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Work-based learning opportunities for students tie classroom activities to internships with local employers. Rio Linda High School is the main site for the Media and Technology Career courses. The following programs are offered:

- Agriculture Education
- Business Management
- Manufacturing and Merchandising
- Arts and Communication
- Marketing
- Drafting and Culinary Arts
- Computer Science and Information Systems
- Industrial Technology

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

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

- Digital Music Production
- Culinary Arts
- Cabinet-Making
- General Construction
- Welding
- Web Page Design
- Architectural Drafting and Design

Rio Linda High School students run three commercial operations, the Knight's Armor Student Store, a screen printing service, a snack bar, embroidery service, and an on-site SAFE credit union, where they learn daily operations of running a business. Rio Linda High also has a television and radio station which broadcasts student produced shows.

The table displays questions and answers about student participation in Rio Linda High School's Career Technical Education (CTE) programs.

### UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	18.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	13.8%

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

### Advanced Placement Classes

	# of Courses	Enrollment
Art	1	20
English	2	148
Foreign Language	1	54
Mathematics	1	17
Science	3	67
Social Science	1	28
Totals	8	334
Percent of Students in AP Courses		2.7%

### Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,249
What percent of the school's pupils complete a CTE program and earn a high school diploma?	9.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	30.0

## Teacher Assignment

Twin Rivers Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Rio Linda High School had 89 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Credential Status	School		
	05-06	06-07	07-08
Fully Credentialed	82	88	89
Without Full Credentials	4	3	4
Working Outside Subject	0	0	7

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year.

Misassignments/Vacancies	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.9%	3.1%

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to 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 the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

## School Leadership

Leadership at Rio Linda High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past year, leadership duties were assumed by Principal Rusty Clark. Principal Clark has 13 years of experience in education with positions as a teacher, vice principal, and principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for leadership include:

- School Site Council
- Leadership Team
- Committee Leads

## School Facilities & Safety

Rio Linda High School was originally constructed in 1962. The campus is currently comprised of 81 classrooms, a library, two computer labs, two gyms, a music building, a staff lounge, a football stadium, and a cafeteria.

The 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. In the fall of 2008 the district safety plan was revised. The new plan was approved by the district board, principals were trained, each site completed and submitted for approval a new school level plan, and school staffs were trained.

The table shows the results of the most recent school facilities inspection (as of January 2009). 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: 11/13/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	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. Five custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service 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 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

### ***School Site Teacher Salaries***

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). ***Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.***

<b>Average Teacher Salaries</b>	
<b>School</b>	
School	\$59,763
<b>School &amp; State</b>	
All Unified School Districts	\$63,458
Percentage of Variation	5.82%

### ***Teacher & Administrative Salaries***

***Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.***

### ***Expenditures & Services Funded***

Based on 2006-07 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. ***Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.***

<b>Expenditures per Pupil</b>	
<b>School</b>	
Total Expenditures Per Pupil	\$6,037
From Restricted Sources	\$1,516
From Unrestricted Sources	\$4,520
<b>State</b>	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	14.72%

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:

- Title I
- School and Library Improvement Block Grant
- High Priority School Grant
- After-School Intervention
- English Language Resource Program
- Discretionary Block Grant
- Charter School Fund
- Comprehensive Student Support
- Medi-Cal
- Targeted Instruction Improvement Block Grant
- Gifted and Talented Education
- EIA-LEP
- School Counselor Program
- Parent Outreach Workers
- Parent Involvement
- State Compensatory Education
- Quality Education Investment Act
- Healthy Start
- SIP
- Head Start
- EIA-SCE
- State Lottery
- PE Block Grant
- Neil Soto Grant
- Title IV
- ELAP
- Reading First