



Ed Delgado
Principal

ed.delgado@twinriversusd.org



5115 Dudley Blvd.
Bldg A,
McClellan, CA
95652
(916) 566-1600

EDS Code:
34-76505-3436979

Board of Trustees

- Rebecca Sandoval**
- Bob Bastian**
- Michael Baker**
- John Dexter**
- Linda Fowler**
- Walter Garcia**
- Kawamoto**
- Cortez Quinn**

Steven Martinez, Ed.D.
Superintendent
Steve.Martinez@twinriversusd.org

Twin Rivers Unified School District
Rio Linda High School
CDS Code: 34-76505-3436979

6309 Dry Creek Road, Rio Linda, CA 95673 ♦ (916) 566-2725

2012-13 School Accountability Report Card

School Mission Statement

To provide students with the opportunity to graduate with a quality education and enter the world as productive citizens and lifelong learners.

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Rio Linda High School had a beginning enrollment of 1,717 students in grades nine through twelve for the 2012-13 school year. Student demographics are illustrated in the chart.

Enrollment by Student Group	
2012-13	
	Percentage
African American	8.1%
American Indian	0.9%
Asian	13.7%
Filipino	1.5%
Hispanic or Latino	34.2%
Pacific Islander	1.9%
White	36.1%
Two or More	1.6%
None Reported	2.0%
English Learners	26.9%
Socioeconomically Disadvantaged	71.5%
Students with Disabilities	13.1%

Discipline & Climate for Learning

Rio Linda High School fosters an atmosphere that is conducive to learning, both on campus and at school related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that Students have the right to learn and teachers have the duty to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are included in student handbook, district handbook, and are posted on the school website. These rules are reviewed at orientation, grade level assemblies, during daily announcements, in problem solving sessions, and in programmed phone calls to families.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

	Suspensions & Expulsions					
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	607	439	392	6641	5588	5607
Suspension Rate	31.5%	24.1%	22.8%	21.0%	17.7%	17.8%
Expulsions	1	4	3	26	18	12
Expulsion Rate	0.1%	0.2%	0.2%	0.1%	0.1%	0.0%

Student Recognition

Students are recognized for a variety of accomplishments in a multitude of ways including Expected Student Learning Results (ESLR), Renaissance Knight Virtues, Athletics, Academic Honor and Improvement (Honor Roll, California Golden State Seal Award, California Scholastic Federation, Content Area Awards, and Financial Scholarships, etc.), Attendance, Seal of Biliteracy, JROTC, and Future Farmers of America (FFA). Recognition Assemblies, Senior Awards, All School Awards, Sports Banquets, Graduation and Neighborhood Network Celebrations are examples of student recognition events.

Co-Curricular and Extracurricular Activities

Rio Linda High School recognizes that co-curricular and extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities offered at Rio Linda High School include the following:

- Academic Decathlon
- MESA Competition
- Social, Academic and Service Clubs
- ASB Student Leadership
- Skills USA Competition
- Comprehensive Athletic Programs
- Future Business Leaders of America Competitions
- Science Bowl
- Knowledge Bowl
- Virtual Enterprise Competitions
- Future Farmers of America (FFA) Charter
- Marching Band and Choir Competitions
- JROTC Competitions

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.

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

Enrollment Trend by Grade Level

	2010-11	2011-12	2012-13
9th	548	511	492
10th	493	487	438
11th	478	404	426
12th	408	415	358

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.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates

	09-10	10-11	11-12
Dropout Rate	12.3%	10.7%	10.7%
Graduation Rate	84.3%	86.5%	87.7%

Class Size

Average class sizes vary by grade level and subject area taught. 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	11	12	13	11	12	13	11	12	13	11	12	13
By Subject Area												
English	27	23	18	19	33	39	32	45	34	27	8	14
Mathematics	26	24	22	16	25	24	35	40	47	7	3	2
Science	26	24	21	11	14	18	36	33	36	6	-	-
Social Science	27	24	23	12	17	18	30	37	35	11	3	5

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.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers.

Teacher Credential Status

	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	82	89	87	1230
Without Full Credentials	1	1	0	8
Working Outside Subject	0	2	0	69

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.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Misassignments/Vacancies

	11-12	12-13	13-14
Misassignments of Teachers of English Learners	1	1	1
Misassignments of Teachers (other)	7	1	1
Total Misassignments of Teachers	8	2	2
Vacant Teacher Positions	1	1	4

Highly Qualified Teachers (School Year 2012-13)

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. 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 25 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	86.9%	13.1%
District	70.5%	29.5%
High-Poverty Schools in District	70.5%	29.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2012-2013 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional development learning communities were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on two district-wide initiatives: Transitioning/Implementation of the Common Core Standards in all content areas and high-yield instructional strategies based on the work done at the Marzano Research Labs (The Art and Science of Teaching Model). These strategies include teaching practices for promoting 21st century skills. For the 2012-2013 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

Counseling & Support Staff (School Year 2012-13)

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 1:343. 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
Bilingual Paraeducators	2	2.0
Guidance Technician	1	1
Health Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.4
Psychologist	2	2.0
Resource Specialist Program (RSP) Teacher	6	6.0
RSP Aide	6	4.5
SDC Aide	7	5.25
Special Day Class (SDC) Teacher	7	7.0
Speech and Language Specialist	1	1.0
Student Learning Coach	1	1.0

Physical Fitness (School Year 2012-13)

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

2012-13

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.2%	30.1%	26.9%

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

Federal Intervention Program (School Year 2013-14)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI (2013-14)	Year 4	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	98.1%

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Adequate Yearly Progress (School Year 2012-13)

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.

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		No	
Graduation Rate	No		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).

California Standards Test (CST)

Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	43	41	45	40	42	40	54	56	55
Mathematics	23	20	23	41	41	40	49	50	50
Science	43	50	46	41	45	43	57	60	59
History/Social Science	38	38	36	29	31	31	48	49	49

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

California Standards Test (CST)

Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	40	40	43	31
School	45	23	46	36
African American/ Black	28	13	25	13
American Indian	42	*	*	*
Asian	48	38	57	43
Filipino	53	35	*	36
Hispanic or Latino	43	18	37	28
Pacific Islander	*	*	*	*
White	50	25	50	41
Males	41	22	45	43
Females	51	24	47	28
Socioeconomically Disadvantaged	43	21	45	36
English Learners	9	16	14	6
Students with Disabilities	20	9	22	12
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results				2013 Growth API Comparison						
	2010	2011	2012	School		District		State		
Group	10-11	11-12	12-13	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score	
Statewide	4	4	4	All Students at the School	1,162	728	18,160	725	4,655,989	790
Similar Schools	5	4	5	Black or African American	91	645	2,700	668	296,463	708
All Students at the School				American Indian or Alaska Native	12	740	153	682	30,394	743
Actual API Change	-3	3	6	Asian	172	774	1,746	756	406,527	906
Asian				Filipino	16	813	215	824	121,054	867
Actual API Change	15	10	1	Hispanic or Latino	403	693	7,711	713	2,438,951	744
Hispanic or Latino				Native Hawaiian/Pacific Islander	24	817	305	700	25,351	774
Actual API Change	9	-9	2	White	419	747	4,538	764	1,200,127	853
White				Two or More Races	18	733	666	735	125,025	824
Actual API Change	-12	7	-5	Socioeconomically Disadvantaged	951	719	16,227	716	2,774,640	743
Socioeconomically Disadvantaged				English Learners	334	680	6,661	706	1,482,316	721
Actual API Change	-	10	10	Students with Disabilities	153	479	2,462	559	527,476	615
English Learners										
Actual API Change	1	-11	10							
Students with Disabilities										
Actual API Change	-44	23	36							

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.

CAHSEE By Subject for All Grade Ten Students									
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	41	34	59	42	37	56	43	34	57
Mathematics	48	35	56	46	37	58	43	35	60

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	66	20	14	65	26	9
All Students School	57	24	19	57	33	10
Male	62	22	16	61	31	8
Female	52	25	23	61	31	8
African American	67	20	0	73	20	0
Hispanic or Latino	68	20	13	68	28	4
White	49	25	25	51	39	11
English Learners	98	0	0	87	11	0
Socioeconomically Disadvantaged	59	22	18	59	32	0
Students with Disabilities	91	0	0	93	0	0

Completion of High School Graduation Requirements – Class of 2012

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 2012-13 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	392	1,871	418,598
African American/Black	25	294	28,078
American Indian	-	10	3,123
Asian	70	258	41,700
Filipino	1	15	12,745
Hispanic or Latino	125	591	193,516
Pacific Islander	2	25	2,585
White	154	575	127,801
Two or More Races	8	48	6,790
English Learners	103	478	93,297
Socioeconomically Disadvantaged	48	208	31,683
Students with Disabilities	259	1,289	217,915

School Leadership

Leadership at Rio Linda High School is a responsibility shared between district administration, the principal, vice principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past four years, primary leadership duties were assumed by Principal Ed Delgado. Principal Delgado has 17 years of educational experience.... Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for leadership include:

- School Site Council
- Housekeeping Committees
- Knights of the Round Table-Parent Organization
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC)
- Athletic and Music Booster Groups
- JROTC
- Leadership Team
- ABS Student Leadership
- Department Chairs
- District English Learner Advisory Committee (DELAC)
- Academic, Social and Service Clubs
- FFA

UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	63.9%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	23.7%

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

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Advanced Placement Classes

Rio Linda High School emphasizes a rigorous academic program which prioritizes A-G requirements and expects that students will continue post secondary education. A critical component to academic rigor is the many Advance Placement (AP) courses offered at RLHS. In addition to advanced curriculum knowledge, juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. In order to meet the needs of accelerated students and prepare them for AP course rigor, RLHS offer four sections of XL (Honors) courses in English Language Arts.

Advanced Placement Classes	
	# of Courses
Foreign Language	6
Mathematics	3
Science	6
Social Science	2
Totals	17
Percent of Students in AP Courses	2.6%

Career Technical Education Programs (School Year 2012-13)

It is the goal of Rio Linda High School 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 designed to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills. Marla Miller, Coordinator, Curriculum and Instruction is the primary contact for Twin Rivers Unified School District's Career Technical Education 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 as well as Business and Marketing courses, and offers an Agriculture Science Academy. The following Career Technical Education (CTE) program courses are offered:

- Radio and TV Broadcasting
- Introduction to Computers
- Foods
- Plants and Soils
- Agriculture Mechanics Technology
- Industrial Design
- Floral Design
- 3D Design
- Architectural Drawing and Design
- Accounting

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:

- Web Page Design
- Retail Sales
- Computer Graphics
- Virtual Enterprise
- Small Business
- Radio Production
- Marketing and Merchandising
- TV Occupations

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.

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?	1,273
What percent of the school's pupils complete a CTE program and earn a high school diploma?	97.3%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	70.0%

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

Instructional Materials (School Year 2013-14)

Twin Rivers Unified held a public hearing on October 1, 2013, 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 2013, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
9th-12th	Foreign Language	Holt	2005	Yes	0.0%
9th-12th	Foreign Language	Holt	2008	Yes	0.0%
9th-12th	Foreign Language	Holt	2006	Yes	0.0%
9th-12th	Foreign Language	Houghton Mifflin	2002	Yes	0.0%
9th-12th	Foreign Language	Pearson/ Prentice Hall	2008	Yes	0.0%
12th	Health	Holt	2004	Yes	0.0%
11th	History/Social Studies	Glencoe/ McGraw Hill	2006	Yes	0.0%
9th-12th	History/Social Studies	Pearson/ Prentice Hall	2006	Yes	0.0%
10th-12th	History/Social Studies	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	Glencoe	2008	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/ McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2006	Yes	0.0%
10th-12th	Science	Pearson/ Prentice Hall	2006	Yes	0.0%

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

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.

Science Lab Equipment

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

School Facilities & Safety

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

Rio Linda High School reviews and approves our comprehensive school safety plan annually. A Safety Committee updates the plan which is then reviewed and approved by our SSC and other key stakeholder groups. Safety plan effectiveness is reviewed as part of the safety drill process and after any real safety/crisis situation.

The 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: 02/04/2009				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)			X	CI Rm F-7/8 - Both classrooms get too hot, heat cannot be adjusted.; CI Rm H-4 - No heat; CI Rm H-5 - No heat; CI Rm D-8 - Excessive heat all day long; CI Rm D-4 - Excessive heat; CI Rm J-6 - HVAC leaks @ times according to teacher.;
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)			X	CI Rm F-12 - Floors dirty, lots of trash.; Gym Bldg M - Heavy trash, debris and dirt in shower area.; J-Wing Restrooms - Floors dirty in both girl's and boy's restroom.;
Electrical			X	CI Rm F-10 - 1 light fixture bulb/ballast out; CI Rm F-7/8 - F-8 light fixture that blinks; CI Rm H-2 - Light outlet needs cover; CI Rm H-4 - 1 light fixture bulb/ballast out. 1 light bulb out. ; CI Rm H-5 - 2 light fixtures bulb/ballast out; CI Rm H-6 - 1 light fixture bulb/ballast out; Portable RR Southside - Boys RR-Light cover on fixture is broken; CI Rm S-9 - Light bulb out; CI Rm S-3 - One light bulb/ballast out.; CI Rm S-2 - Light fixture cover loose; Gym Bldg M - Locker rm-1 fixture missing cover, one fixture has a broken cover. 3 fixtures in shower area are missing covers. All lights in shower area inoperable. Coach's office-1 light fixture bulb/ballast out.; Multi-Purpose Room - 5 light bulbs out. 2 light fixtures/ballast out.; Cafeteria - 1 light bulb out near storage room. Washing machine in laundry room leaking.; Girl's Gym - 9 light bulbs out. No cover on 11 light fixtures.; Library - 2 light bulbs out; CI Rm D-9 - Had electrical outlet capped, teacher wants working again.; CI Rm D-8 - 1 light fixture out (bulb or ballast); CI Rm D-1 - Telephone not working; CI Rm E-5 - 1 light fixture bulb/ballast out; CI Rm E-6 - 1 light fixture bulb/ballast out; CI Rm E-2 - No poer to aOVHD projector; CI Rm L-1/2 - Exit lights not operable. 1 light fixture out. 6 bulbs out in supply room. 1 light bulb out in L-2 and 1 light fixture bulb/ballast out.; CI Rms K-1 A/B - 6 light fixtures bulb/ballast out in Rm A. Rm B has 3 light fixtures bulbs/ballast out.; CI Rm T-4 - 1 light bulb out; CI Rm T-3 - 2 light bulbs out; CI Rm J 1/2 - 1 light fixture bulbs/ballast out; CI Rm J-3 - 1 light fixture bulbs/ballast out; CI Rm J-7 - 2 light fixtures bulb/ballast out; CI Rm G-4 - 1 light fixture bulb/ballast out; G-Wing Restrooms - Boy's RR-Both light fixtures missing covers.; CI Rm G-3 - Electrical cords running on the floor;
Restrooms/Fountains				Boys-Heavy graffiti, 2 broken soap dispensers, missing soap dispenser in HDCAP stall; T-Wing Restrooms - Boy's-under repair. Staff-ok. Girl's-No soap, heavy graffiti in stalls; J-Wing Restrooms - Boy's RR-Heavy graffiti. No paper towels in 1 holder. Girl's RR-No toilet paper in 2 stalls. No paper towels.; G-Wing Restrooms - Girl's RR-2 broken paper towel dispensers. No paper towels. No toilet paper in stalls. Boy's RR-1 cracked urinal. 1 broken toilet paper holder. 1 sink faucet broken. Lots of water on floor (leak?). No paper towels. 6 broken ceramic tiles where paper towel holder use to be. Heavy graffiti.; Gym Bldg M - Dirty. Loose handle on sind; Girl's Gym - Water fountains are inoperable.;
Safety (Fire Safety, Hazardous Materials)			X	CI Rm F-10 - Missing fire extinguisher; CI Rm H-2 - Missing fire extinguisher; CI Rm H-4 - Missing fire extinguisher; CI Rm H-5 - Missing fire extinguisher.; CI Rm H-6 - Missing fire extinguisher; CI Rm S-7 - Missing fire extinguisher; Band Rm - Exit signs not working; CI Rm S-1 (Music Room) - No fire exit sign posted; Gym Bldg M - Missing occupancy sign. Exit lights inoperable. Men's RR-outside electrical fixture hanging by cord. No fire extinguishers in Gym; Multi-Purpose Room - Fire exit sign missing; Cafeteria - No fire exit sign posted in small snack bar. Fire suppression over stove certification has expired.; CI Rm W-4 - Missing fire exit sign; CI Rm W-6 - Missing fire exit sign; CI Rm W-3 - Missing fire exit sign; CI Rm X-1 - Fire exit sign missing; CI Rm-5 - Fire exit sign missing; Girl's Gym - No exit signs posted. Exit sign light in hallway & gym out. No fire extinguishers in Gym. No occupancy sign posted.; Library - Missing fire extinguisher sign; CI Rm D-6 - Missing fire extinguisher; CI Rm D-1 - Missing fire extinguisher; CI Rm D-2 (Credit Union) - Missing fire extinguisher; CI Rm E-5 - Missing fire extinguisher sign; CI Rm E-2 - Smoke detector wire track coming loose.; CI Rm L-1/2 - Missing fire extinguisher. 2 smoke detectors should be changed to heat detectors-dust sets off smoke detectors in supply room.; CI Rm T-4 - Fire exit sign missing; CI Rm T-3 - Missing fire extinguisher sign; CI Rm J-6 - Fire exit sign missing; CI Rm G-6 - Electrical cords running across floor; CI Rm G-4 - Missing fire extinguisher sign;
Structural (Structural Damage, Roofs)			X	Portable RR Southside - Girl's RR-can't open door - Boy's RR-door needs to be painted; CI Rm S-3 - Corner of building has a board broken off of it. Hole in wall near fire extinguisher.; CI Rm S-2 - 10 ceiling tiles loose/ready to fall down.; Gym Bldg M - Rear door to Gym cannot be locked (lock broken); CI Rm W-4 - Blinds are broke; CI Rm's V-3/5 - Paint doors; Girl's Gym - Hole in wall at entrance. Metal braces under benches in LR have very sharp edges-grind down edges.; Quad Area-Near Admin - Busted board on planter box used for sitting.; J-Wing Restrooms - Boy's RR- 1 busted urinal. 2 missing sinks. Girl's RR-Plumbing box door broken. 2 broken toilet paper holders. Missing mirror; CI Rm G-3 - Has concrete slab in classroom that can trip students.; CI Rm L-1/2 - 3 ceiling tiles loose. 1 missing ceiling tile. Many stained tiles. ; CI Rms K-1 A/B - 3 busted ceiling tiles. Roof leaking. 2 stained ceiling tiles.;
External (Grounds, Windows, Doors, Gates, Fences)			X	Football Practice Field - Approximately 50 small sprinkler heads rise above grounds-hazardous ;

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service 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 2013-14 school year, the district has budgeted \$775,000.00 for the deferred maintenance program. This represents 0.33% of the district's general fund budget.

School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$66,068
District	\$67,766
Percentage of Variation	-2.5%
School & State	
All Unified School Districts	\$69,704
Percentage of Variation	-5.2%

Teacher & Administrative Salaries (Fiscal Year 2011-12)

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		
2011-12		
	<u>District</u>	<u>State</u>
Beginning Teachers	\$40,000	\$41,462
Mid-Range Teachers	\$54,473	\$66,133
Highest Teachers	\$85,204	\$85,735
Elementary School Principals	\$100,560	\$107,206
Middle School Principals	\$105,080	\$111,641
High School Principals	\$114,809	\$122,628
Superintendent	\$205,358	\$225,176
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	7.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2011-12)

Based on 2011-12 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
- California Partnership Academy
- Carl Perkins
- CBET
- CPEC-ITQ
- EIA-LEP
- English Language Acquisition Program
- Head Start
- MAA
- Parent Involvement
- Refugee Assistance Program
- School Counselor Program
- Targeted Instruction Improvement Block Grant
- Title II A
- Title IV
- Ag. Incentive
- Cal-Safe
- Carl Washington Safety Grant
- Charter School Fund
- Early Mental Health
- EIA-SCE
- Gifted and Talented Education
- Higher Ed. Challenge
- Medi-Cal
- Quality Education Investment Act
- ROP
- School and Library Improvement Block Grant
- Title I
- Title III

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	\$7,668
From Supplemental/Restricted Sources	\$1,610
From Basic/Unrestricted Sources	\$6,058
District	
From Basic/Unrestricted Sources	\$4,666
Percentage of Variation between School & District	29.8%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	9.4%

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Contact Information

Parents who wish to participate in Rio Linda High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-2725. School Website and School Loop are other means of communication.

Parent & Community Involvement

Parents play an important role at Rio Linda High School through active participation and involvement in monitoring student progress (attendance, academics, and behavior), school activities and committees. Families are encouraged to participate in School Site Council (SSC), English Language Advisory Committee (ELAC), Athletic and Music Booster Groups, and Knights of the Round Table (KORT). KORT is a parent organization designed to increase the parent participation in the academic setting at RLHS. Parents and community members are also encouraged to volunteer in the classroom, in club activities and as field trip chaperones.