

# Rio Linda High School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Rio Linda High School
<b>Street</b>	6309 Dry Creek Road
<b>City, State, Zip</b>	Rio Linda, CA 95673
<b>Phone Number</b>	(916) 566-2725
<b>Principal</b>	Deidre Barlow
<b>Email Address</b>	Diedre.Barlow@trusd.net
<b>School Website</b>	<a href="https://rlhs.trusd.net/">https://rlhs.trusd.net/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	34765053436979

## 2025-26 District Contact Information

<b>District Name</b>	Twin Rivers Unified School District
<b>Phone Number</b>	916.566.1600
<b>Superintendent</b>	Steve Martinez
<b>Email Address</b>	Steve.Martinez@trusd.net
<b>District Website</b>	<a href="https://www.trusd.net/">https://www.trusd.net/</a>

## 2025-26 School Description and Mission Statement

### ABOUT TWIN RIVERS UNIFIED SCHOOL DISTRICT

Twin Rivers Unified School District encompasses 80 square miles in a growing, ethnically diverse region in northern Sacramento County characterized by a mix of suburban development and light industry. The district serves more than 26,000 students in preschool through adult education who come from families that speak 46 different languages. All enrolled students, regardless of income level, are eligible to receive a healthy school breakfast and lunch at no charge. Our families live in the neighborhoods of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, North and South Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

2025-26 School Description and Mission Statement

Twin Rivers is comprised of 44 schools— 28 elementary schools, four comprehensive high schools, five middle schools, two alternative high schools, one special education center, a K-12 independent study school, preschools, three dependent charter schools on eight sites, and Twin Rivers Adult School.

OUR MISSION

To inspire each student to extraordinary achievement every day.

OUR VISION

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

TWIN RIVERS UNIFIED SCHOOL DISTRICT GOALS

1. In 2025-26, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.55% each year.
2. In 2025-26, TR will have a 93% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. In 2025-26, TR will be a 40/30 district in SBAC results with each Tk-6 and TK-8 school growing no less than 4% (ELA) and 4% (math) and each 7-8 and 9-12 school growing no less than 5% (ELA) and 5% (math).
4. For 2021-22 and beyond, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and beyond, the retention rate for all employees will remain above 95%.

OUR CORE BELIEFS

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.

Mission Statement

The Mission of RLHS is to inspire in all the desire to learn and succeed. Our school will be a safe learning community that celebrates our achievements and encourages active partnerships with all stakeholders. We will empower students to embrace the challenges and opportunities of the future.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	429
Grade 10	437
Grade 11	399
Grade 12	329
Total Enrollment	1,594

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.1
Non-Binary	0.3
American Indian or Alaska Native	0.4
Asian	14.4
Black or African American	7.4
Filipino	0.9
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	1
Two or More Races	3.6
White	18.8
English Learners	19.6
Foster Youth	0.4
Homeless	3
Socioeconomically Disadvantaged	84.1
Students with Disabilities	14.5

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	71.5	88.35	1155.6	80.01	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.3	0.41	17.1	1.19	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.8	3.57	36.8	2.55	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	0.65	94	6.51	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	5.6	7.01	140.5	9.73	15831.9	5.67
<b>Total Teaching Positions</b>	80.9	100	1444.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	68.2	82.63	1131.8	75.05	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.5	0.71	30.7	2.04	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.3	6.42	122	8.09	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.2	2.69	110.3	7.32	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	6.2	7.52	113	7.5	14303.8	5.15
<b>Total Teaching Positions</b>	82.6	100	1508.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	66.1	84.85	1159.2	71.79	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.9	1.27	32.8	2.04	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.6	4.62	219.4	13.59	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.9	2.54	141.8	8.78	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	5.2	6.68	61.4	3.8	13705.8	4.91
<b>Total Teaching Positions</b>	77.9	100	1614.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	2	0
<b>Misassignments</b>	2.80	3.3	3.6
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.80	5.3	3.6

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1	0.2
<b>Local Assignment Options</b>	0.50	1.2	1.7
<b>Total Out-of-Field Teachers</b>	0.50	2.2	1.9

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.3	4.5	3.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on October 7, 2025, 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 October 2025, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

<b>Year and month in which the data were collected</b>	October, 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 9-12: SAVVAS Learning Company / Pearson - CA My Perspectives, 2017 AP English Comp: BFW - The Language of Composition, 2023 AP English Lit: DFW - Literature & Composition Essential Voices, Essential Skills, 2022 ERWC: CSU - Expository Reading and Writing Course 3.0, 2019 ELD: HMM: Read 180 Universal	0.0%
<b>Mathematics</b>	Integrated Math 1: College Preparatory Mathematics (CPM) - Core Connections - Integrated 1, 2014 Integrated Math 2: College Preparatory Mathematics (CPM) - Core Connections - Integrated 2, 2015 Integrated Math 3: College Preparatory Mathematics (CPM) - Core Connections - Integrated 3, 2015 Pre-Calculus: Cengage - Precalculus With Limits, 2022 Algebra with Financial Applications: South Western Cengage - Financial Algebra: Advanced Algebra with Financial Applications, 2014 Consumer Math: Steck-Vaughn/Houghton Mifflin Harcourt - The Mathematics Of Banking & Credit, 2011 Statistics: McGraw Hill: Elementary Statistics - 2018 AP Statistics: Bedford, Freeman,& Worth - The Practice of Statistics - 2020 AP Calculus: Key Curr. Press- Calculus: Concepts and Applications – 2005	0.0%



<b>Science</b>	<p>Living Earth: SAVVAS Learning Company - Experience Biology: The Living Earth, 2020</p> <p>Chemistry in the Earth: SAVVAS Learning Company - Experience Chemistry in the Earth System, 2021</p> <p>Physics: SAVVAS Learning Company - Experience Physics, 2021</p> <p>Anatomy and Physiology: Pearson/Prentice Hall - Essentials of Anatomy &amp; Physiology - 2006</p> <p>Forensic Science: Kendal/Hunt - Forensic Science For High School - 2016</p> <p>AP Biology: BFW - Biology for the AP Course, 2022</p> <p>AP Chemistry: Cengage Learning - Chemistry AP Edition, 2023</p> <p>AP Environmental Science: W.H. Freeman - Environmental Science AP - 2015</p> <p>AP Physics 1 and 2: Pearson/Prentice Hall - Physics: Principles with Applications, 2014</p> <p>Life Science ESS: Globe Fearon - Life Science - Concepts and Challenges - 2003</p> <p>Earth Science ESS: Globe Fearon - Earth Science - Concepts and Challenges – 2003</p>	0.0%
<b>History-Social Science</b>	<p>World History 10: TCI - World Connections, 2020</p> <p>World History ESS: Globe Fearon/Pacemaker - World History - 2002</p> <p>US History 11: TCI - Pursuing American Ideals, 2019</p> <p>US History ESS: Globe Fearon/Pacemaker - United States History - 2004</p> <p>Race and Social Justice: TCI - Pursuing American Ideals - 2019</p> <p>American Government: TCI - Power, Politics, and You, 2019</p> <p>Economics: TCI - Power To Choose, 2020</p> <p>AP US History: BFW - Fabric of a Nation, 2024</p> <p>AP European History: Cengage - Western Civilizations - 2016</p> <p>AP GovePolUS: BFW - American Government, Stories of a Nation, 2021</p> <p>AP Macro Economics: BFW Worth - Krugman's Macroeconomics - 2015</p> <p>AP Human Geography: Pearson/Prentice Hall - The Cultural Landscape - 2017</p> <p>AP World History: BFW - Ways of the World, 2023</p> <p>AP African American Studies: AP College Board Framework/Curriculum - AP African American Studies 2024</p>	0.0%
<b>Foreign Language</b>	<p>Spanish 1: Vista: Senderos - 2022</p> <p>Spanish 2: Vista: Senderos - 2022</p> <p>Spanish 3: Vista: Senderos - 2022</p> <p>Spanish 4: Glencoe - Galeria de Arte y Vida, 2004</p> <p>AP Spanish Lit: Wayside - Azulejo, 2012</p> <p>AP Spanish Lang: Vista: Temas 3e - 2024</p> <p>Spanish 1 NS: Glencoe - El Espanol Para Nosotros 1, 2006</p> <p>Spanish 2 NS: Glencoe - El Espanol Para Nosotros 2, 2006</p> <p>French 1: Carnegie Learning: T'es branché? - 2019</p> <p>French 2: Carnegie Learning: T'es branché? - 2019</p> <p>French 3: Carnegie Learning: T'es branché? - 2019</p> <p>AP French: Vista: Themes 2e , 2022</p> <p>Hmong 1 NS: Hmong Books Center - Discovering the Hmong Language, 2014</p> <p>Hmong 2 NS / Hmong 3 NS: 3 Hmong Publishing - CAG TXUJ NTAUV HMOOB, 2010</p>	0.0%



<b>Health</b>	Health Science: McGraw Hill - Glencoe Health, 2022	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Biology: - Microscopes, Dissecting Sets, Test Tubes, Beakers, Safety Goggles Chemistry - Flasks, Graduated Cylinders, Hot Plates, Thermometers, Pipettes Physics - Support Stands, Timers or Photogates, Electronic Balances, Meter Sticks	0.0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

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.

**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 and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

### Year and month of the most recent FIT report

2/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Building G Room G4: counter top gas valves leaking Building P2 Room S3:
<b>Interior:</b> Interior Surfaces	X			Building H Girls RR:
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			: Building H Girls RR:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Building E Room E3: Building E Room E7: Building F Room F3: Building G Room G2: ext. not signed Building H Room H3: ext. not signed Building H Room H9: ext. not signed Building J Room J1: ext. not signed Building J Room J4: ext. not signed Building J Room J7: ext. not signed/ one light out

## School Facility Conditions and Planned Improvements

				Building P2 Room S3: Building P2 Room S6:
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	53	56	33	36	47	48
<b>Mathematics</b> (grades 3-8 and 11)	23	23	23	26	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	351	334	95.16	4.84	56.46
<b>Female</b>	158	152	96.20	3.80	60.53
<b>Male</b>	192	181	94.27	5.73	53.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	55	53	96.36	3.64	69.81
<b>Black or African American</b>	19	17	89.47	10.53	17.65
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	190	184	96.84	3.16	54.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	13	92.86	7.14	53.85

<b>White</b>	62	56	90.32	9.68	58.93
<b>English Learners</b>	74	69	93.24	6.76	19.12
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	27	25	92.59	7.41	37.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	290	276	95.17	4.83	54.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	50	89.29	10.71	16.33

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	351	333	94.87	5.13	23.42
<b>Female</b>	158	153	96.84	3.16	16.99
<b>Male</b>	192	179	93.23	6.77	29.05
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	55	55	100.00	0.00	29.09
<b>Black or African American</b>	19	15	78.95	21.05	13.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	190	184	96.84	3.16	18.48
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	35.71
<b>White</b>	62	54	87.10	12.90	31.48
<b>English Learners</b>	74	72	97.30	2.70	2.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	27	25	92.59	7.41	20.00
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	290	274	94.48	5.52	22.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	49	87.50	12.50	10.20

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	26.96	22.35	14.63	15.6	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	695	680	97.84	2.16	24.26
<b>Female</b>	324	317	97.84	2.16	23.03
<b>Male</b>	367	359	97.82	2.18	25.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	115	115	100.00	0.00	35.65
<b>Black or African American</b>	43	41	95.35	4.65	9.76
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	366	362	98.91	1.09	22.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	30	96.77	3.23	10.00
<b>White</b>	118	110	93.22	6.78	26.36
<b>English Learners</b>	142	140	98.59	1.41	2.14
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	32	96.97	3.03	18.75
<b>Military</b>	22	22	100.00	0.00	31.82
<b>Socioeconomically Disadvantaged</b>	485	472	97.32	2.68	19.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	108	101	93.52	6.48	6.93

## 2024-25 Career Technical Education Programs

Career Technical Education (CTE) pathway courses are offered as coursework for numerous pathway programs. CTE courses provide students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. All CTE courses offer hands-on learning in specific industry-related sectors relevant to the community and the state. CTE pathway courses also offer a wide range of additional educational benefits including college credit for qualifying courses, industry certifications and career-ready skills to enter any industry sector.

The Twin Rivers Unified School District offers many cutting-edge, rigorous and relevant Career and Technical Education (CTE) pathways that prepare youth for a wide range of high-wage, high-skill, and high-demand careers that are integrated with their academics. Many of the courses are A-G approved and/or give students the opportunity to receive college credit.

The CTE programs offered at each of the Twin Rivers Unified high schools are diverse and unique to the specific culture and needs of each school. These include pathways for Digital Media, Animation, Construction, Culinary, Sports Medicine, Business Finance, Computer Science, Criminal Justice, Theatre Production, Architectural Design, Game Design, Green Diesel, Small Engine, Early Childhood Education, Agriscience, Floral Design, Agricultural Mechanics, Marketing, Sales, and Service, Television and Video Production, and Business Management.

The Twin Rivers Unified School District College & Career Readiness Department, along with the Arts & Career Department is responsible for the development and implementation of career technical classes. According to federal and state guidelines

2024-25 Career Technical Education Programs

these classes should be organized into a scope and sequence and meet industry standards. It is important for the CTE committee to be comprised of a variety of people including, but not limited to; business partners, community leaders, parents, students, educators and other interested parties. The committee will discuss awareness, recruitment, placement and retention of middle, high school and adult students in CTE classes; local labor market and school/business partnerships, career technical program updates, evaluation and funding will also be reviewed.

Individuals interested in participating in the CTE advisory meeting, please contact Arts and Career Education Dept., 916-566-1600

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	699
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	88.9

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99
Graduates Who Completed All Courses Required for UC/CSU Admission	72.61

B. Pupil Outcomes

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	0%	0%	0%	0%	0%



C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental 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. Parents and community members are also encouraged to volunteer in the classroom, in club activities and as field trip chaperones. Annually, RLHS Key Stakeholders update the school's Parent Involvement Policy and School Compact.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2	2.1	2.2	23.8	68.2	72.4	8.2	8.9	8
Graduation Rate	95.3	94.4	95.9	71.8	29.8	26	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	316	303	95.9
Female	154	149	96.8
Male	160	152	95.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	57	54	94.7
Black or African American	24	23	95.8
Filipino	--	--	--
Hispanic or Latino	156	150	96.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	13	92.9
White	51	49	96.1
English Learners	81	75	92.6
Foster Youth	--	--	--
Homeless	36	34	94.4
Socioeconomically Disadvantaged	277	265	95.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	53	91.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1728	1664	584	35.1
Female	821	792	290	36.6
Male	901	866	291	33.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	6	50.0
Asian	242	240	61	25.4
Black or African American	135	126	57	45.2
Filipino	17	16	3	18.8
Hispanic or Latino	886	850	299	35.2
Native Hawaiian or Pacific Islander	17	16	10	62.5
Two or More Races	66	62	19	30.6
White	317	309	116	37.5
English Learners	357	341	123	36.1
Foster Youth	16	14	9	64.3
Homeless	108	105	45	42.9
Socioeconomically Disadvantaged	1491	1434	524	36.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	255	241	99	41.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.92	6.43	5.79	5.32	3.87	4.11	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.68	0.23	0.46	0.18	0.12	0.12	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.79	0.46
Female	4.51	0.37
Male	6.88	0.55
Non-Binary	0.00	0.00
American Indian or Alaska Native	16.67	0.00
Asian	1.65	0.00
Black or African American	11.85	1.48
Filipino	11.76	5.88
Hispanic or Latino	5.30	0.45
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	7.26	0.00
English Learners	5.04	0.56
Foster Youth	43.75	0.00
Homeless	8.33	0.93
Socioeconomically Disadvantaged	6.17	0.47
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.94	1.18

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times. To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in August 2021.

Key elements of the Safety Plan focus on the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	66	30	13
Mathematics	19	37	30	13
Science	18	29	29	0
Social Science	16	40	27	6

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	44	23	22
Mathematics	19	34	30	13
Science	20	18	33	
Social Science	19	30	14	18

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	48	21	26
Mathematics	18	38	24	18
Science	21	17	32	
Social Science	16	43	14	14

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	266

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	2.3
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,684	\$4,004	\$9,680	\$99,107
District	N/A	N/A	\$9,356	\$95,120
Percent Difference - School Site and District	N/A	N/A	3.4	7.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-10.7	4.6

## Fiscal Year 2024-25 Types of Services Funded

Based on 2022-23 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- Ag Incentive Grant- CA Partnership Academies- Carl Perkins- Career Tech Ed Incentive Grant- Early Literacy Support Block Grant- Education for Homeless Children and Youth- Educator Effectiveness Funds- Elementary and Secondary School Emergency Relief- Expanded Learning Opportunity Grant- Expanded Learning Opportunity Programs- Head Start- Learning Communities for School Success Program- Medi-Cal- Special Education- State Lottery- Strong Workforce Program- Supplemental/Concentration- Title I- Title II- Title III- Title III- Title IV- Title VI- TUPE

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,084	\$60,863
Mid-Range Teacher Salary	\$87,809	\$93,575
Highest Teacher Salary	\$121,028	\$125,548
Average Principal Salary (Elementary)	\$143,033	\$157,645
Average Principal Salary (Middle)	\$150,730	\$165,341
Average Principal Salary (High)	\$159,546	\$182,580
Superintendent Salary	\$367,038	\$357,064
Percent of Budget for Teacher Salaries	24.17%	30.36%
Percent of Budget for Administrative Salaries	4.75%	4.88%



2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	1
Foreign Language	3
Mathematics	2
Science	10
Social Science	4
Total AP Courses Offered	24

Where there are student course enrollments of at least one student.

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 their participation in conferences and after school workshops throughout the year. In the 2025-2026 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, early literacy instruction, literacy in all content areas, math, English Language Arts Lesson Design and leadership development, as well as other numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2025-26 school year, the district also supported over 165 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program and local University Intern programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5