

# Highlands High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Highlands High School
<b>Street</b>	6601 Guthrie Street
<b>City, State, Zip</b>	North Highlands, CA 95660
<b>Phone Number</b>	(916) 566-3465
<b>Principal</b>	Darryl Hawthorne
<b>Email Address</b>	darryl.hawthorne@trusd.net
<b>School Website</b>	<a href="https://hhs.trusd.net/">https://hhs.trusd.net/</a>
<b>County-District-School (CDS) Code</b>	34765053434370

## 2023-24 District Contact Information

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

## 2023-24 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.

Twin Rivers is comprised of 43 schools— 27 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. By 2024-2025, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.
2. By 2024-2025, TR will have a 92% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 10% (ELA) and 10% (math) during 2022-2023.
4. For 2021-22 and subsequent years, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and subsequent years, the retention rate for all employees will remain above 95%.

## 2023-24 School Description and Mission Statement

### 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.

### Principal's Message

Highlands High School is a campus community that encourages motivation and creativity in an environment to build integrity, independence, and productive citizens. Also, a focus on every student graduating and to prepare every Highlands High student for college, career, workforce and life beyond graduation.

Highlands High has excellent engagement and connection opportunities for our students with American River College (ARC) Courses available to 9-12th grade students, Career Technical Education (CTE) courses (Digital Media, Green & Diesel Engine and Architectural Design Pathways), Advancement Via Individual Determination (AVID), and Advance Placement (AP) course offerings. We continue the school wide focus on positive school climate by incorporating Positive Behavioral Interventions and Supports (PBIS), SEL support with MTSS and RULER along with student leadership, clubs, activities, events and a comprehensive athletic program. Highlands High School received a six year accreditation from the Western Association of Schools and Colleges (WASC). As always, our focus is to provide rigorous academic coursework and standards to prepare Highlands High students for life beyond high school.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	230
Grade 10	211
Grade 11	165
Grade 12	138
<b>Total Enrollment</b>	<b>744</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7%
Male	56.2%
American Indian or Alaska Native	0.8%
Asian	6.2%
Black or African American	14.5%
Filipino	1.6%
Hispanic or Latino	52.8%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	5.2%
White	16.5%
English Learners	25.4%
Foster Youth	0.9%
Homeless	6.5%
Socioeconomically Disadvantaged	91%
Students with Disabilities	22.4%

### 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

## 2020-21 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>	33.50	93.54	1191.70	82.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.00	1.11	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	3.15	54.70	3.80	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.42	103.50	7.18	12115.80	4.41
<b>Unknown</b>	0.60	1.89	75.30	5.22	18854.30	6.86
<b>Total Teaching Positions</b>	35.80	100.00	1441.50	100.00	274759.10	100.00

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.

## 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>	31.60	81.10	1155.60	80.01	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.56	17.10	1.19	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	1.66	36.80	2.55	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.95	94.00	6.51	11953.10	4.28
<b>Unknown</b>	5.30	13.68	140.50	9.73	15831.90	5.67
<b>Total Teaching Positions</b>	39.00	100.00	1444.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.10	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.30
<b>Total Out-of-Field Teachers</b>	0.50	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.7	1.9
<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)	4.9	1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on October 17, 2023, 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 2023, 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, 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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: Bedford/St. Martins - Current Issues and Enduring Questions, Fifty Essays: A Portable Anthology, 2014 AP English Lit: Glenco/McGraw - Literature: Reading Fiction, Poetry & Drama - 2007 ERWC: CSU - Expository Reading and Writing Course 3.0, 2019 ELD: HMH: Read 180 Universal	Yes	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: HM/McDougal - Pre-Calculus with Limits A Graphing Approach, 2008 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: W.H Freeman Co. - Practice of Statistics - 2008 AP Calculus: Key Curr. Press- Calculus: Concepts and Applications – 2005	Yes	0.0%
<b>Science</b>	Living Earth: SAVVAS Learning Company - Experience Biology: The Living Earth, 2020 Chemistry in the Earth: SAVVAS Learning Company - Experience Chemistry in the Earth System, 2021 Physics: SAVVAS Learning Company - Experience Physics, 2021 Anatomy and Physiology: Pearson/Prentice Hall - Essentials of Anatomy & Physiology - 2006 Forensic Science: Kendal/Hunt - Forensic Science For High School - 2016 AP Biology: Pearson/Prentice Hall - Campbell Biology, 2014 AP Chemistry: Glencoe/McGraw Hill - Chemistry: The Molecular Nature of Matter and Change - 2015 AP Environmental Science: W.H. Freeman - Environmental Science AP - 2015 AP Physics 1 and 2: Pearson/Prentice Hall - Physics: Principles with Applications, 2014 Life Science ESS: Globe Fearon - Life Science - Concepts and Challenges - 2003 Earth Science ESS: Globe Fearon - Earth Science - Concepts and Challenges – 2003	Yes	0.0%
<b>History-Social Science</b>	World History 10: TCI - World Connections, 2020 World History ESS: Globe Fearon/Pacemaker - World History - 2002	Yes	0.0%

	<p>US History 11: TCI - Pursuing American Ideals, 2019  US History ESS: Globe Fearon/Pacemaker - United States History - 2004  Race and Social Justice: TCI - Pursuing American Ideals - 2019  American Government: TCI - Power, Politics, and You, 2019  Government ESS: Globe Fearon/Pacemaker - American Government - 2001  Economics: TCI - Power To Choose, 2020  Economics ESS: Globe Fearon/Pacemaker - Economic Essentials - 2001  AP US History: Bedford St. Martin - Americas History - 2014  AP European History: Cengage - Western Civilizations - 2016  AP GovePolUS: Pearson/Prentice Hall - Government in America - 2016  AP Macro Economics: BFW Worth - Krugman's Macroeconomics - 2015  AP Human Geography: Peason/Prentice Hall - The Cultural Landscape - 2017  AP World History: McGraw Hill - Traditions and Encounters – 2017</p>		
<b>Foreign Language</b>	<p>Spanish 1: Vista: Senderos - 2018/2022  Spanish 2: Vista: Senderos - 2018/2022  Spanish 3: Vista: Senderos - 2018/2022  Spanish 4: Glencoe - Galeria de Arte y Vida, 2004  AP Spanish Lit: Pearson/Prentice Hall - Momentos Cumbres de las Literatures Hispanicas, 2004  AP Spanish Lang: Vista: Temas 3e - 2024  Spanish 1 NS: Glencoe - El Espanol Para Nosotros 1, 2006  Spanish 2 NS: Glencoe - El Espanol Para Nosotros 2, 2006  French 1: Carnegie Learning: T'es branché? - 2019  French 2: Carnegie Learning: T'es branché? - 2019  French 3: Carnegie Learning: T'es branché? - 2019  AP French: Vista: Themes 2e , 2022  Hmong 1 NS: Hmong Books Center - Discovering the Hmong Language, 2014  Hmong 2 NS / Hmong 3 NS: 3 Hmong Publishing - CAG TXUJ NTAWV HMOOB, 2010</p>	Yes	0.0%
<b>Health</b>	Health Science: Pearson - Health, 2014	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%

## School Facility Conditions and Planned Improvements

Highlands High was originally constructed in 1956. The campus is currently comprised of 65 classrooms, one library, eight computer labs, two gyms, a football stadium, track and baseball/softball complexes, one weight room, one music building, one staff lounge, and a cafeteria. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Four 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**

4/6/2023



## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: RM D6: 2. HVAC UNIT IS LOUD
<b>Interior:</b> Interior Surfaces		X		ADMIN BLDG: 4. CARPET HAS WAVES IN COPY ROOM G WING RM 6/ OFC'S: 4. CARPET HAS WAVES IN HALLWAY G2 GIRLS GYM: 4. WATER STAIN CEILING TILE BY SKYLIGHT 11. PAINT IS CHIPPING ON EXTERIOR WALL LIBRARY: 4. CEILING TILE IS LOOSE P RM SP1/ SPECIAL ED: 4. CEILING TILE IS TORN RM 3: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE LOOSE RM 5/ OFC'S CAREER CENTER: 4. CEILING TILE IS LOOSE RM C4: 4. WATER STAIN CEILING TILES RM C9: 4. WATER STAIN CEILING TILES RM D1: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY RM D5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 14. TRIP HAZARD ON WALKWAY RM E1: 4. WALLPAPER IS TORN/ CEILING TILE IS LOOSE RM E11: 4. WATER STAIN CEILING TILES RM E15: 4. CEILING TILE IS LOOSE RM E19: 4. CEILING TILES ARE LOOSE RM E2B: 4. CEILING TILE IS LOOSE RM F5: 4. WATER DAMAGE ON BACK WALL RM S202: 4. WATER STAIN CEILING TILES RM S204: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			RM E4: 7. ELECTRICAL COVER IS MISSING ON CONDUIT RM N2: 7. LIGHT DIFFUSER IS LOOSE RM S208: 7. LIGHT DIFFUSER IS MISSING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			RM F2: 9. FAUCET IS LEAKING AT BASE 11. PAINT IS CHIPPING ON CEILING RM S106: 9. DRINKING FOUNTAIN IS NOT WORKING RM S107: 9. DRINKING FOUNTAIN IS LOOSE AT BASE/ DRINKING FOUNTAIN NOT WORKING
<b>Safety:</b> Fire Safety, Hazardous Materials	X			BOYS GYM: 11. PAINT IS CHIPPING ON CEILING GIRLS GYM: 4. WATER STAIN CEILING TILE BY SKYLIGHT 11. PAINT IS CHIPPING ON EXTERIOR WALL OPEN AREA: 11. PAINT IS CHIPPING ON FLOOR

## School Facility Conditions and Planned Improvements

			<p>RM D5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 14. TRIP HAZARD ON WALKWAY</p> <p>RM E9: 11. PAINT IS CHIPPING ON WALL IN STORAGE AREA</p> <p>RM F2: 9. FAUCET IS LEAKING AT BASE 11. PAINT IS CHIPPING ON CEILING</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>NURSE CLINIC: 12. DRY ROT/WATER DAMAGE TO EAVE IN OUTSIDE HALLWAY</p>
<p><b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences</p>	X		<p>KITCHEN: 14. TRIP HAZARD ON RAMP TOWARDS ROOM J1</p> <p>LITTLE THEATRE: 14. TRIP HAZARD ON WALKWAY</p> <p>RM C1: 14. TRIP HAZARD ON WALKWAY</p> <p>RM D1: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY</p> <p>RM D5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 14. TRIP HAZARD ON WALKWAY</p> <p>RM N1: 14. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD</p> <p>S WING/ RM S101: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM TOWARDS PARKING AREA</p> <p>UPPER/ RM S208: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM AT RAMP ENTRY</p>

## 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.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26	26	32	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	13	13	20	22	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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>	166	159	95.78	4.22	26.42
<b>Female</b>	77	74	96.10	3.90	27.03
<b>Male</b>	88	84	95.45	4.55	26.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	54.55
<b>Black or African American</b>	21	21	100.00	0.00	4.76
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	90	83	92.22	7.78	27.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	29	100.00	0.00	24.14
<b>English Learners</b>	44	39	88.64	11.36	5.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	19	19	100.00	0.00	36.84
<b>Socioeconomically Disadvantaged</b>	104	101	97.12	2.88	24.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	48	96.00	4.00	0.00

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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>	166	158	95.18	4.82	13.29
<b>Female</b>	77	74	96.10	3.90	10.81
<b>Male</b>	88	83	94.32	5.68	15.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	18.18
<b>Black or African American</b>	21	21	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	90	82	91.11	8.89	13.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	29	100.00	0.00	17.24
<b>English Learners</b>	44	39	88.64	11.36	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	19	19	100.00	0.00	15.79
<b>Socioeconomically Disadvantaged</b>	104	100	96.15	3.85	13.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	47	94.00	6.00	2.13

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	10.78	9.12	14.24	14.86	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	311	302	97.11	2.89	8.94
<b>Female</b>	152	146	96.05	3.95	8.22
<b>Male</b>	158	155	98.10	1.90	9.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100.00	0.00	14.29
<b>Black or African American</b>	40	39	97.50	2.50	2.56
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	164	156	95.12	4.88	6.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	16.67
<b>White</b>	59	59	100.00	0.00	16.95
<b>English Learners</b>	80	75	93.75	6.25	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	11	91.67	8.33	0.00
<b>Military</b>	35	35	100.00	0.00	5.71
<b>Socioeconomically Disadvantaged</b>	210	204	97.14	2.86	7.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	75	73	97.33	2.67	0.00

## 2022-23 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, 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 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., 566-1600

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	168
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.14
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	30.71

## 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.

#### 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	1	1	1	1	1

## 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.

#### 2023-24 Opportunities for Parental Involvement

At Highlands High, parents are encouraged to participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Workshops. HHS Parent Center is available for meetings with computer access and a language program to practice their skills in any of 30 languages offered. Also, HHS has two Family, Community Liaisons to support and help families with navigating the school system of connecting with our school. Parents and community members are also encouraged to volunteer in the classroom, club activities and as field trip chaperones. For more information on school committees, activities, or to become a volunteer, please contact the school at (916) 566-3465.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	5.3	13.1	4.2	30.9	27.8	23.8	9.4	7.8	8.2
<b>Graduation Rate</b>	90.1	83.7	91.7	61.8	67.6	71.8	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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
<b>All Students</b>	144	132	91.7
<b>Female</b>	81	72	88.9
<b>Male</b>	63	60	95.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	23	19	82.6
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	71	66	93.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	30	29	96.7
<b>English Learners</b>	34	29	85.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	34	31	91.2
<b>Socioeconomically Disadvantaged</b>	140	129	92.1
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	33	24	72.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	839	804	252	31.3
Female	360	348	102	29.3
Male	476	453	149	32.9
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	6	6	5	83.3
Asian	52	50	10	20.0
Black or African American	122	117	61	52.1
Filipino	13	12	2	16.7
Hispanic or Latino	438	420	116	27.6
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	48	46	18	39.1
White	139	133	35	26.3
English Learners	218	208	42	20.2
Foster Youth	11	11	3	27.3
Homeless	91	88	30	34.1
Socioeconomically Disadvantaged	764	733	234	31.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	200	189	68	36.0

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	13.88	15.02	0.06	5.30	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	0.72	0.00	0.01	0.18	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.02	0.72
Female	9.44	0.28
Male	19.12	1.05
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.77	1.92
Black or African American	24.59	1.64
Filipino	7.69	0
Hispanic or Latino	13.47	0.68
Native Hawaiian or Pacific Islander	0	0
Two or More Races	25	0
White	11.51	0
English Learners	11.01	0.92
Foster Youth	9.09	0
Homeless	12.09	0
Socioeconomically Disadvantaged	15.71	0.79
Students Receiving Migrant Education Services	0	0
Students with Disabilities	19.5	1

## 2023-24 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 School 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. Key elements of the Safety Plan focus on the following: disaster response procedures, 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 with fire drills, earthquake and lockdown drills held once a month.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	10	79	1	
Mathematics	10	69	1	
Science	11	47		
Social Science	11	51		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	33	6	13
Mathematics	18	20	14	6
Science	17	16	14	
Social Science	14	24	13	5

## 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	33	7	12
Mathematics	16	28	10	8
Science	15	23	9	0
Social Science	16	20	9	7

## 2022-23 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	248

## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$24,703	\$15,163	\$9,540	\$85,046
District	N/A	N/A	\$8,304	\$82,951
Percent Difference - School Site and District	N/A	N/A	13.9	5.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	36.5	-0.4

## Fiscal Year 2022-23 Types of Services Funded

Based on 2021-22 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$53,753	\$55,550
<b>Mid-Range Teacher Salary</b>	\$76,025	\$80,703
<b>Highest Teacher Salary</b>	\$104,786	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$123,838	\$137,703
<b>Average Principal Salary (Middle)</b>	\$130,502	\$143,760
<b>Average Principal Salary (High)</b>	\$138,134	\$159,021
<b>Superintendent Salary</b>	\$329,494	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	23.93%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.59%	4.87%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	1.3
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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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	1
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

## 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 2022-2023 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 2022-23 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5