

Rio Linda 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

School Name	Rio Linda High School
Street	6309 Dry Creek Road
City, State, Zip	Rio Linda, CA 95673
Phone Number	(916) 566-2725
Principal	Diedre Barlow
Email Address	Diedre.Barlow@trusd.net
School Website	https://rlhs.trusd.net/
County-District-School (CDS) Code	34765053436979

2023-24 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steven Martinez
Email Address	steve.martinez@trusd.net
District Website	https://www.trusd.net/

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.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	450
Grade 10	398
Grade 11	415
Grade 12	333
Total Enrollment	1,596

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	55.6%
American Indian or Alaska Native	0.9%
Asian	13.7%
Black or African American	7%
Filipino	1.4%
Hispanic or Latino	50.5%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	3.1%
White	20.5%
English Learners	19.8%
Foster Youth	0.8%
Homeless	2.6%
Socioeconomically Disadvantaged	83.1%
Students with Disabilities	16%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.50	90.27	1191.70	82.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.43	16.00	1.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	3.70	54.70	3.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	4.23	103.50	7.18	12115.80	4.41
Unknown	1.00	1.36	75.30	5.22	18854.30	6.86
Total Teaching Positions	79.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.50	88.35	1155.60	80.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.41	17.10	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	3.57	36.80	2.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	0.65	94.00	6.51	11953.10	4.28
Unknown	5.60	7.01	140.50	9.73	15831.90	5.67
Total Teaching Positions	80.90	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	2.90	2.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	2.80

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	1.00	0.00
Local Assignment Options	2.30	0.50
Total Out-of-Field Teachers	3.30	0.50

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5	5.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0.9

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.

Year and month in which the data were collected	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
Reading/Language Arts	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%
Mathematics	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%
Science	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%
History-Social Science	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>		
Foreign Language	<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 NTAUV HMOOB, 2010</p>	Yes	0.0%
Health	Health Science: Pearson - Health, 2014	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

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

4/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: P RM V1: 2. DIRTY VENTS P RM V2: 2. DIRTY VENTS 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD P RM V3: 2. DIRTY VENTS P RM V5: 2. DIRTY VENTS P RM V6: 2. DIRTY VENTS RM F4: 2. HVAC UNIT IS LOUD RM H2: 2. HVAC UNIT IS LOUD RM H3: 2. HVAC UNIT IS LOUD
Interior: Interior Surfaces			X	ADMIN BLDG: 4. CARPETS ARE WORK THROUGHOUT 7. TWO LIGHT DIFFUSER ARE CRACKED LIBRARY: 4. CARPET HAS WAVES 7. CONDUIT COVER ON CEILING IS LOOSE P BOYS RR: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL 12. WALLS ARE DAMAGED WITH HOLES P GIRLS RR: 4. RIVER MOLDING IS LOOSE AT BASE OF WALL IN HANDICAP STALL P RM S10: 4. CEILING TILES IS LOOSE/ CEILING TILE IS MISSING P RM S4: 4. WATER STAIN CEILING TILES 7. CONDUIT IS LOOSE OF ON WALL/ COVER MISSING/ EXPOSED WIRES 12. CORNER TRIM IS DAMAGED ON SIDING P RM S5: 4. WALLPAPER IS TORN AT ENTRY/ CARPET IS SEPARATING AT SEAMS P RM S6: 4. WATER STAIN CEILING TILES/ CARPET IS SEPARATING AT SEAM P RM S8: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER ARE MISSING ON CONDUIT/ EXPOSED WIRES P RM T1: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON ASPHALT AT RAMP ENTRY

School Facility Conditions and Planned Improvements

P RM T2: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT RAMP ENTRY
P RM T3: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING ON CONDUIT 14. TRIP HAZARD AT RAMP ENTRY
P RM T4: 4. RIVER MOLDING IS MISSING AT BASE OF WALL/ WATER STAIN CEILING TILES 14. TRIP HAZARD AT RAMP ENTRY
P RM V4: 4. CARPET HAS WAVES 12. DRY ROT ON SKIRTING
RM D3: 4. CEILING TILES ARE LOOSE
RM D4: 4. WATER STAIN CEILING TILES
RM D5: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING ON CONDUIT
RM D7: 4. CEILING TILES ARE BROKEN WITH HOLES 7. LIGHT SWITCH COVER IS BROKEN
RM D9: 4. WATER STAIN CEILING TILES/ FORMICA IS BROKEN ON COUNTER 7. OUTLET BOX IS LOOSE ON CEILING
RM E1: 4. WATER STAIN CEILING TILES
RM E4: 4. CEILING TILES ARE SAGGING/ WATER STAIN CEILING TILES
RM E5: 4. CEILING TILES ARE SAGGING/ WATER STAIN CEILING TILES/ CEILING TILES IS MISSING
RM E7: 4. WATER STAIN CEILING TILES
RM F12: 4. WATER STAIN CEILING TILES 5. ROOM IS CLUTTERED
RM F3: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING
RM F5: 4. WATER STAIN CEILING TILES
RM F7: 4. WATER STAIN CEILING TILES
RM F8: 4. WATER STAIN CEILING TILES/ CEILING TILES IS MISSING
RM G1: 4. WATER STAIN CEILING TILES
RM G2: 4. WATER STAIN CEILING TILES
RM G3: 4. FORMICA IS BROKEN ON COUNTER/ WATER STAIN CEILING TILES
RM G4: 4. WATER STAIN CEILING TILES
RM G6: 4. CEILING TILES ARE SAGGING
RM H1: 4. WATER STAIN CEILING TILES
RM J4: 4. CEILING TILES ARE LOOSE
RM J5: 4. WATER STAIN CEILING TILES
RM K1/ WRESTLING: 4. CEILING TILES ARE LOOSE AND BROKEN
RM K2/WEIGHT RM: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING
RM W 3: 4. WATER STAIN CEILING TILES
RM W2: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING
RM W5: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN
RM W6: 4. WATER STAIN CEILING TILES
RM W7: 4. WATER STAIN CEILING TILES
RM X1: 4. WATER STAIN CEILING TILES
RM X4: 4. WATER STAIN CEILING TILES
RM X5: 4. WATER STAIN CEILING TILES
RM X6: 4. WATER STAIN CEILING TILES
RM X7: 4. WATER STAIN CEILING TILES
UPSTAIRS/ RM W4: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		RM F12: 4. WATER STAIN CEILING TILES 5. ROOM IS CLUTTERED
<p>Electrical</p>		X	<p>ADMIN BLDG: 4. CARPETS ARE WORK THROUGHOUT 7. TWO LIGHT DIFFUSER ARE CRACKED BOYS RR: 7. LIGHT COVER IS LOOSE 11. PASSING IS CHIPPING ON WALL LIBRARY: 4. CARPET HAS WAVES 7. CONDUIT COVER ON CEILING IS LOOSE MPR: 7. ELECTRICAL COVER BY STAGE IS MISSING P RM S4: 4. WATER STAIN CEILING TILES 7. CONDUIT IS LOOSE OF ON WALL/ COVER MISSING/ EXPOSED WIRES 12. CORNER TRIM IS DAMAGED ON SIDING P RM S8: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER ARE MISSING ON CONDUIT/ EXPOSED WIRES P RM S9: 7. ELECTRICAL COVER IS MISSING ON CONDUIT 12. DRY ROT ON TRIM AT RAMP ENTRY P RM T3: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING ON CONDUIT 14. TRIP HAZARD AT RAMP ENTRY P RM V2: 2. DIRTY VENTS 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD RM D5: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING ON CONDUIT RM D6: 7. LIGHT SWITCH COVER IS BROKEN RM D7: 4. CEILING TILES ARE BROKEN WITH HOLES 7. LIGHT SWITCH COVER IS BROKEN RM D9: 4. WATER STAIN CEILING TILES/ FORMICA IS BROKEN ON COUNTER 7. OUTLET BOX IS LOOSE ON CEILING RM E2: 7. ELECTRICAL CONDUIT IS LOOSE ON CEILING RM E8: 7. ELECTRICAL COVER IS LOOSE ON WALL RM F2: 7. OUTLET IS LOOSE ON WALL UNDER LIGHT SWITCH RM G5: 7. ELECTRICAL CONDUIT IS LOOSE ON CEILING RM H10: 7. ELECTRICAL CONDUIT IS LOOSE ON CEILING RM K2/WEIGHT RM: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING RM W2: 4. WATERS STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING RM X3: 7. ELECTRICAL COVER IS MISSING UNDER WHITEBOARD WOMAN'S RR: 7. LIGHT COVER IS MISSING IN HALLWAY</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety:</p>	X		

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials			BOYS RR: 11. PAINT IS CHIPPING ON STALLS 12. STALL IS MISSING/ BROKEN BOYS RR: 7. LIGHT COVER IS LOOSE 11. PASSING IS CHIPPING ON WALL GIRLS RR: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR GIRLS RR: 11. PAINT IS CHIPPING ON STALLS RM F9: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR
Structural: Structural Damage, Roofs	X		BOYS RR: 11. PAINT IS CHIPPING ON STALLS 12. STALL IS MISSING/ BROKEN BOYS RR: 12. WALL IS DAMAGED P BOYS RR: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL 12. WALLS ARE DAMAGED WITH HOLES P RM S4: 4. WATER STAIN CEILING TILES 7. CONDUIT IS LOOSE OF ON WALL/ COVER MISSING/ EXPOSED WIRES 12. CORNER TRIM IS DAMAGED ON SIDING P RM S9: 7. ELECTRICAL COVER IS MISSING ON CONDUIT 12. DRY ROT ON TRIM AT RAMP ENTRY P RM V4: 4. CARPET HAS WAVES 12. DRY ROT ON SKIRTING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P RM T1: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON ASPHALT AT RAMP ENTRY P RM T2: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT RAMP ENTRY P RM T3: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING ON CONDUIT 14. TRIP HAZARD AT RAMP ENTRY P RM T4: 4. RIVER MOLDING IS MISSING AT BASE OF WALL/ WATER STAIN CEILING TILES 14. TRIP HAZARD AT RAMP ENTRY

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
English Language Arts/Literacy (grades 3-8 and 11)	46	51	32	31	47	46
Mathematics (grades 3-8 and 11)	27	22	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
All Students	387	363	93.80	6.20	50.69
Female	171	158	92.40	7.60	58.23
Male	214	203	94.86	5.14	44.83
American Indian or Alaska Native	--	--	--	--	--
Asian	67	64	95.52	4.48	53.13
Black or African American	29	26	89.66	10.34	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	180	170	94.44	5.56	51.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	50.00
White	76	70	92.11	7.89	52.86
English Learners	70	62	88.57	11.43	12.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	34	31	91.18	8.82	58.06
Socioeconomically Disadvantaged	217	206	94.93	5.07	44.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	56	91.80	8.20	7.14

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
All Students	387	364	94.06	5.94	22.04
Female	171	159	92.98	7.02	18.87
Male	214	203	94.86	5.14	24.26
American Indian or Alaska Native	--	--	--	--	--
Asian	67	65	97.01	2.99	16.92
Black or African American	29	27	93.10	6.90	3.85
Filipino	--	--	--	--	--
Hispanic or Latino	180	170	94.44	5.56	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	16.67
White	76	71	93.42	6.58	26.76
English Learners	70	64	91.43	8.57	1.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	34	32	94.12	5.88	22.58
Socioeconomically Disadvantaged	217	204	94.01	5.99	21.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	55	90.16	9.84	1.82

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
Science (grades 5, 8 and high school)	25.45	26.26	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
All Students	730	704	96.44	3.56	26.32
Female	323	313	96.90	3.10	20.51
Male	404	388	96.04	3.96	30.67
American Indian or Alaska Native	--	--	--	--	--
Asian	105	102	97.14	2.86	34.31
Black or African American	44	40	90.91	9.09	7.50
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	360	351	97.50	2.50	25.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	34	91.89	8.11	35.29
White	152	146	96.05	3.95	23.45
English Learners	123	117	95.12	4.88	2.56
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	55	52	94.55	5.45	25.00
Socioeconomically Disadvantaged	407	391	96.07	3.93	24.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	110	91.67	8.33	6.42

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	587
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.8
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	98.37
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	41.14

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	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.

2023-24 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 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
Dropout Rate	7.4	2.3	2	30.9	27.8	23.8	9.4	7.8	8.2
Graduation Rate	88.8	95.5	95.3	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	343	327	95.3
Female	155	150	96.8
Male	187	176	94.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	39	38	97.4
Black or African American	15	13	86.7
Filipino	--	--	--
Hispanic or Latino	178	172	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	16	94.1
White	74	69	93.2
English Learners	57	55	96.5
Foster Youth	--	--	--
Homeless	53	48	90.6
Socioeconomically Disadvantaged	319	303	95.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	62	51	82.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1754	1686	608	36.1
Female	773	744	275	37.0
Male	974	936	331	35.4
Non-Binary	7	6	2	33.3
American Indian or Alaska Native	16	14	5	35.7
Asian	227	225	47	20.9
Black or African American	128	120	53	44.2
Filipino	25	24	6	25.0
Hispanic or Latino	891	852	309	36.3
Native Hawaiian or Pacific Islander	23	23	11	47.8
Two or More Races	60	55	25	45.5
White	348	341	141	41.3
English Learners	377	362	120	33.1
Foster Youth	19	17	10	58.8
Homeless	121	119	58	48.7
Socioeconomically Disadvantaged	1493	1436	537	37.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	294	278	115	41.4

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	0.22	8.74	7.92	0.06	5.30	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	0.68	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	7.92	0.68
Female	6.47	0.13
Male	9.14	1.13
Non-Binary		
American Indian or Alaska Native	12.5	0
Asian	1.32	0
Black or African American	23.44	3.91
Filipino	0	0
Hispanic or Latino	6.06	0.11
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.67	1.67
White	12.36	1.44
English Learners	3.45	0
Foster Youth	21.05	0
Homeless	10.74	0.83
Socioeconomically Disadvantaged	8.17	0.8
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.54	0.34

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 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.

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	11	166		
Mathematics	12	142	1	
Science	12	105		
Social Science	10	118		

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	18	53	29	17
Mathematics	19	37	31	14
Science	19	20	35	
Social Science	16	50	20	15

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

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	266

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)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	\$12,415	\$3,536	\$8,879	\$86,743
District	N/A	N/A	\$8,304	\$82,951
Percent Difference - School Site and District	N/A	N/A	6.7	7.1
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	29.5	1.6

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	18.1
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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	5
Mathematics	2
Science	6
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

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
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5