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Twin Rivers Unified School District Norwood Junior High School

CDS Code: 34-76505-0100487

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2015-16 School Accountability Report Card Published in 2016-17 School Year

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Mission Statement

The mission of Norwood Junior High School is to create opportunities for learning that are unique, interactive, and enhanced by technology to foster an environment that promotes excellence in independent thinking for a diverse student population.

We pledge ourselves to:

- Build on the student's individual talents.
- Nurture the creative potential of adolescents through a curriculum which is student-centered and relevant.
- Provide learning experiences which promote a firm mathematical foundation.
- Foster communication, reading and writing skills.
- Recognize that learning is multi-dimensional.
- Cultivate a commitment to lifelong learning.
- Develop students with good character, self-respect, self-worth and good citizenship.

District & School Profile (School Year 2016-17)

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

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	20.1%
American Indian or Alaska Native	0.8%
Asian	18.1%
Filipino	1.1%
Hispanic or Latino	40.9%
Native Hawaiian or Pacific Islander	4.0%
White	9.3%
Two or More Races	3.5%
EL Students	22.0%
Socioeconomically Disadvantaged	84.9%
Students with Disabilities	12.2%
Foster Youth	0.4%

School Enrollment & Attendance (School Year 2015-16)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Norwood Junior School had a beginning enrollment of 722 students in grades six through eight for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
6th	42	47	47
7th	350	326	361
8th	374	336	314

A. Conditions of Learning

State Priority: Basic

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

Highly Qualified Teachers (School Year 2016-17)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	91.1%	8.9%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	34	34	35	1257
Without Full Credentials	1	2	3	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	2	0	1

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2016, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Algebra I	College Board	2014	Yes	0.0%
7th-8th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
6th	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2008	Yes	0.0%
7th-8th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
7th-8th	History/Social Science	Holt	2006	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
6th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
8th	Physical Science	McDougal Littell	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765050100487Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

The current facilities were built in 2003. There are 35 classrooms, a multipurpose room, a library/media center, a gym, office, staff lounge, and an outdoor covered patio.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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 and one part-time custodian ensures 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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/22/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		B1 - one electrical cord is a trip hazard; B4 - there is one light out; Girls Locker Room - there are three lights out; Gym - there are six lights out; Library - there is one light out.
Restrooms/Fountains	X			Girls Restroom Near Kitchen - there is one faucet continuously running.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	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, which 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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	27	34	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	29	26	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	57	61	54	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	306	288	94.12	53.82
Male	139	127	91.37	58.27
Female	167	161	96.41	50.31
Black or African American	60	56	93.33	37.5
Asian	62	62	100	61.29
Hispanic or Latino	129	123	95.35	53.66
Native Hawaiian or Pacific Islander	11	10	90.91	40
White	27	21	77.78	76.19
Socioeconomically Disadvantaged	272	254	93.38	52.36
English Learners	22	20	90.91	25
Students with Disabilities	37	32	86.49	43.75

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 6							
Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	49	49	100	28.57	49	100	8.16
Male	27	27	100	29.63	27	100	11.11
Female	22	22	100	27.27	22	100	4.55
Black or African American	20	20	100	5	20	100	5
Socioeconomically Disadvantaged	41	41	100	29.27	41	100	9.76

California Assessment of Student Performance and Progress - Grade 7							
Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	363	358	98.62	29.61	356	98.34	22.75
Male	184	180	97.83	25.56	181	98.37	23.2
Female	179	178	99.44	33.71	175	98.31	22.29
Black or African American	66	66	100	25.76	66	100	16.67
Asian	65	65	100	40	65	100	35.38
Hispanic or Latino	163	160	98.16	25	158	97.53	17.72
Native Hawaiian or Pacific Islander	18	18	100	27.78	18	100	33.33
White	25	23	92	43.48	23	92	26.09
Two or More Races	11	11	100	45.45	11	100	27.27
Socioeconomically Disadvantaged	323	318	98.45	26.73	317	98.45	20.19
English Learners	43	42	97.67	--	41	97.62	2.44
Students with Disabilities	49	49	100	8.16	49	100	4.08

California Assessment of Student Performance and Progress - Grade 8							
Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	305	300	98.36	39	299	98.36	31.88
Male	138	135	97.83	28.15	133	97.08	29.55
Female	167	165	98.8	47.88	166	99.4	33.73
Black or African American	60	60	100	25	60	100	16.67
Asian	62	62	100	51.61	62	100	51.61
Hispanic or Latino	128	127	99.22	41.73	127	99.22	29.13
White	27	23	85.19	39.13	23	85.19	27.27
Socioeconomically Disadvantaged	271	266	98.15	37.97	265	98.15	30.68
English Learners	22	21	95.45	--	22	100	4.55
Students with Disabilities	37	36	97.3	5.56	36	97.3	5.71

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 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.

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

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	27.8%	26.9%	29.2%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2016-17)

We welcome and encourage parent involvement in our school and feel that parents play an important role at Norwood Junior High School. Our school's academic plan and school budget are developed using a collaborative effort between our school staff and community through our School Site Council (SSC). The English Language Advisory Committee (ELAC) helps provide support to students and families not yet proficient in English. Parents are encouraged to volunteer in classrooms, the library and at athletic events or student activities. New members to each of these groups are always welcome and more information is available on our website or in our school office.

Contact Information

Parents or community members who wish to participate in Norwood Junior High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-2710.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Norwood Junior High School fosters an atmosphere that is conducive to learning,

both on campus and at related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are sent home to parents and students each summer and reviewed at registration.

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	12.0%	12.0%	14.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

School safety is a primary concern of Norwood Junior High School. The School Site Safety plan is evaluated and revised annually each fall by school staff members. Revisions are communicated to all staff members annually. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Earthquake Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. Our school can readily dispatch law enforcement through our district's own police department.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
6	21	23	21	7	3	2	4	7	8	1	1	-
By Subject Area												
English	24	20	14	17	16	35	11	19	20	10	3	-
Mathematics	27	24	15	5	7	29	17	22	18	6	-	-
Science	33	29	17	2	2	20	-	13	17	18	7	-
Social Science	31	29	17	4	2	19	-	12	20	18	8	-

School Leadership

Leadership at Norwood Junior High School is a responsibility shared between the district board of trustees, district administration, the principal, instructional staff, students and families. The district's emphasis is to provide a well-balanced and rigorous core curriculum to each student. Instructional programs are aligned with state and district standards.

Primary leadership duties were assumed by Principal Diedre Barlow. Staff members and families participate on various committees that make decisions regarding the priorities and direction of the school plan. Our plan is designed to ensure instructional programs are consistent with state and district goals and meets the needs of our students. Ms. Barlow is actively involved with the School Site Council (SSC) and English Language Advisory Committee (ELAC), which directs the overall school vision and mission. Staff members participate in on-going professional development which ensures that the school's curriculum and instruction best serves our student's needs.

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Norwood Junior High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need.

The table lists the support service personnel available to the students. The counselor to pupil ratio is 1:722.

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP) and Special Day Class (SDC) program. RSP and SDC students receive instruction in identified academic areas based on the Individualized Education Plans (IEPs). Norwood Junior High School teachers are also sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD).

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Health Assistant	1	0.75
Nurse	1	0.25
Psychologist	1	0.6
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.5
SDC Aide	2	1.5
SDC Teacher	2	2.0
Speech and Language Specialist	1	0.5

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 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 late-start days. Professional development sessions were focused on high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

Norwood Junior High School is a comprehensive junior high school providing access to Common Core State Standards in all core subjects. Students are provided intervention through the use of a support class that teaches underlying skills which may need reinforcing in order for the student to be successful in their standards-based class. Student learning is monitored in an ongoing basis through a variety of formative benchmark assessments. Most classes have also established Quarter and Semester tests which are tied to the Common Core State Standards and are mapped to their formative assessments to ensure that students are learning the content being taught.

Student Recognition

Norwood Junior High School believes that a well-developed student recognition program contributes to the positive environment of the school and includes classroom and school awards. Students are recognized throughout the year for exhibiting positive behavior, academic excellence and excellent attendance.

Extracurricular Activities

Norwood Junior High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Norwood Junior High include the following:

- AVID - College readiness and career program
- Go Green Club - Environmental focus
- Multicultural Club - Celebrates our rich cultural diversity
- Seasonal sports teams - Volleyball, Football, Basketball & Soccer
- Club Live - Drug and alcohol free social club
- Jazz Club
- Reading Club

School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$74,682
District	\$71,399
Percentage of Variation	4.6%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-1.5%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,238
From Supplemental/Restricted Sources	\$1,101
From Basic/Unrestricted Sources	\$6,137
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	6.6%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	8.1%

District Revenue Sources (Fiscal Year 2015-16)

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:

- Targeted Instruction Improvement Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant