



Diedre Barlow,  
Principal  
Diedre.Barlow@  
twinriversusd.org



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

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

### Board of Trustees

Michelle Rivas,  
President

Linda Fowler, J.D.,  
Vice President

Michael Baker,  
Clerk

Basim Elkarra

Bob Bastian

Ramona Landeros

Rebecca Sandoval

Members

www.twinriversusd.org

# Twin Rivers Unified School District Norwood Junior High School

CDS Code: 34-76505-0100487

4601 Norwood Avenue, Sacramento, CA 95838  
(916) 566-2710

## 2016-17 School Accountability Report Card Published in 2017-18 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 2017-18)

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 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	19.4%
American Indian or Alaska Native	0.7%
Asian	18.4%
Filipino	1.2%
Hispanic or Latino	41.9%
Native Hawaiian or Pacific Islander	5.4%
White	7.2%
Two or More Races	2.0%
EL Students	20.2%
Socioeconomically Disadvantaged	84.7%
Students with Disabilities	13.0%
Foster Youth	0.3%

## School Enrollment & Attendance (School Year 2016-17)

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 Jr. High School had a beginning enrollment of 754 students in grades six through eight for the 2016-17 school year.

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
6th	47	47	42
7th	326	361	353
8th	336	314	359

## 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.

## Teacher Assignment

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

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	34	35	35	1256
Without Full Credentials	2	3	2	60
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

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		
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	2
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>2</b>
Vacant Teacher Positions	0	1	0

## Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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	From Most Recent Adoption	% Lacking
7th-8th	ELD	Pearson	2017	Yes	0.0%
6th	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	Yes	0.0%
6th	History/Social Science	Prentice Hall	2006	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
6th-8th	Mathematics	Houghton Mifflin Go Math	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](http://www.axiomadvisors.net/livesarc/files/34765050100487Textbooks_1.pdf)

### School Facilities & Safety (School Year 2017-18)

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 2017-18 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.

### 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 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); 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

School Facility Conditions				
Date of Last Inspection: 09/05/2017				
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		Room B5 - there are torn ceiling tiles and torn wall covering; Room C8 - there are no paper towels in the dispensers.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Library - there are stained ceiling tiles; Room B4 - the carpet is stained; Room D5 - the floor is dirty.
Electrical		X		Band Room - there is one light out; Boys Locker Room - there are two lights out in the locker room; Girls Locker Room - there are four lights out in the restroom; Room T2 - there are three lights out; Boys Restroom Next to Room B1 the door into the electrical panel is bent open.
Restrooms/Fountains		X		Boys Restroom Next to Room B1 - there is no toilet paper or hand soap; Boys Locker Room - one light out in the restroom.
Safety (Fire Safety, Hazardous Materials)	X			Boys Restroom Next to Room B1 - the smoke detector is broken.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based 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. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests 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. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	34	36	--	31	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	26	28	--	25	25	--	36	37
Science (Grades 5, 8, and 10)	61	54	--	43	40	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	731	724	99.04	36.1	725	99.32	28.28
Male	364	360	98.90	30.36	363	99.73	27
Female	367	364	99.18	41.76	362	98.91	29.56
Black or African American	140	138	98.57	26.81	138	99.28	13.77
Asian	134	134	100.00	47.76	134	100.00	44.78
Filipino	11	11	100.00	54.55	11	100.00	63.64
Hispanic or Latino	306	303	99.02	34.44	304	99.35	25.99
Native Hawaiian or Pacific Islander	37	37	100.00	24.32	37	100.00	27.03
White	59	59	100.00	49.15	59	100.00	35.59
Two or More Races	11	11	100.00	27.27	11	100.00	18.18
Socioeconomically Disadvantaged	629	622	98.89	34.14	624	99.36	26.6
English Learners	350	347	99.14	33.43	348	99.43	31.9
Students with Disabilities	99	97	97.98	9.38	98	98.99	6.12

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 2016-17)

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 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.5%	23.9%	17.8%

*\*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 2017-18)

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. There is a parent room in the 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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	12.01	14.43	8.80	0.13	0.25	0.24
District	7.70	7.78	7.10	0.02	0.01	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

### Safe School Plan (School Year 2017-18)

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. Norwood utilizes the catapult emergency response in any emergencies and drills.

## 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](http://www.saclibrary.org) for more information and directions to the nearest branch.



## Federal Intervention Program (School Year 2017-18)

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.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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					
15	16	17	15	16	17	15	16	17	15	16	17	
By Grade Level												
6	23	23	21	3	2	7	7	9	4	1	1	1
By Subject Area												
English	20	21	22	16	16	18	19	19	19	3	2	-
Mathematics	24	25	26	7	5	4	22	22	23	-	-	1
Science	29	30	27	2	1	4	13	14	18	7	7	3
Social Science	29	30	33	2	1	-	12	14	7	8	7	13

## 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.

## Teacher Evaluation & Professional Development

### Teacher Evaluation & 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 the participation in conferences and after school workshops throughout the year. In the 2016-2017 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, 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 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

## Curriculum Development

Norwood Junior High School is a comprehensive junior high school providing access to California 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.

## Counseling & Support Staff (School Year 2016-17)

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 1.5:754.

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	2	1.6
Health Assistant	1	0.75
Library Technician	1	1.0
Nurse	1	0.333
Psychologist	1	0.8
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	3	2.25
SDC Aide	2	1.5
SDC Teacher	2	2.0
Speech and Language Specialist	1	1.0

## 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 monthly and quarterly throughout the year for exhibiting positive behavior, academic excellence and excellent attendance. In addition, students are rewarded for reaching Accelerated Reader goals, & departments run student of the month rewards.

## 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, Cheerleading, Cross-country
- Club Live - Drug and alcohol free social club
- Band, Choir
- Reading Club
- Robotics Club

## School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$77,602
District	\$73,962
Percentage of Variation	4.9%
School & State	
All Unified School Districts	\$79,228
Percentage of Variation	-2.1%

## Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$45,390	\$47,808
Mid-Range Teachers	\$57,705	\$73,555
Highest Teachers	\$94,579	\$95,850
Elementary School Principals	\$101,037	\$120,448
Middle School Principals	\$105,044	\$125,592
High School Principals	\$112,069	\$138,175
Superintendent	\$260,000	\$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	5.0%	5.0%

## District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 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	\$7,529
From Supplemental/Restricted Sources	\$1,295
From Basic/Unrestricted Sources	\$6,234
District	
From Basic/Unrestricted Sources	\$5,947
Percentage of Variation between School & District	4.8%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-5.2%

## District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 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
- Arts in Education
- CA Partnership Academies
- Carl Perkins
- Charter School Fund
- EIA-LEP
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Gifted and Talented Education
- Head Start
- Medi-Cal
- Pupil Retention Block Grant
- Special Education
- State Lottery
- Sustain Meaningful Arts
- Targeted Instruction Improvement Block Grant\*\*
- Title I
- Title II
- Title III