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Twin Rivers Unified School District Elwood J. Keema High School

CDS Code: 34-76505-3430634

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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).

Vison Statement

Empowering students to take on all challenges and to realize their own potential.

Principal's Message

Keema High School is an Independent Study School which offers an alternative educational model for grades 7th through 12th within Twin Rivers Unified School District (TRUSD). Students are provided a rigorous educational program designed in alignment with the State and TRUSD curriculum standards.

There is intensive instruction with our teaching staff along with a variety of instructional resources to support, reinforce and enhance student learning. Our on-line learning program provides on-line instruction in several classes for students including A-G courses. There is an academic tutoring lab to provide academic subject assistance whenever needed throughout the school year. Included in the academic lab is a "Parent Corner" where parents along with their child may obtain additional academic support from certificated teachers. Also, there is a parent room available for parents with a variety of resource information on the computers for the parents and students to access while visiting the school site.

Keema has a lab available for students needing assistance in passing one or both CAASPP English Language Arts or mathematics preparing for other tests or completing homework assignments. We have an ELD program for English Learning students that provide intensive instruction and daily support. During the time spent at Keema sites, students who qualify for the free and reduced lunch program can get free and reduced priced breakfasts and lunches from the food vending machine each day of the week.

In addition to our main campus at McClellan, we have a satellite Keema campus located at the corner of 6th Avenue and "M" Streets in Rio Linda. We have formed a partnership with the county of Sacramento's library so that our students have access to all of their services. In addition to the newly built library, there is a childcare program on the site and a TRUSD police sub-station.

Beginning school year 2016-2017, Keema High School's main campus will be relocated from its present site at McClellan to 1281 North Avenue, Sacramento, California. Two other satellite campuses will be established at 6601 Guthrie Way in North Highlands, California, and 5000 McCloud Drive in Sacramento, California.

We look forward to another exciting school year for all of our students, staff and our entire school community.

Robert Pope, Principal

School Mission Statement

The mission at Elwood J. Keema High School is to provide students an individualized path to success through a caring and safe environment.

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	13.2%
American Indian or Alaska Native	1.5%
Asian	2.8%
Filipino	0.6%
Hispanic or Latino	40.7%
Native Hawaiian or Pacific Islander	1.3%
White	33.9%
Two or More Races	2.8%
EL Students	14.3%
Socioeconomically Disadvantaged	82.3%
Students with Disabilities	1.9%
Foster Youth	0.2%

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.

Keema High School had a beginning enrollment of 469 students in grades seven through twelve 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
7th	10	10	5
8th	16	17	26
9th	27	40	31
10th	80	80	72
11th	134	135	109
12th	306	235	226

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	97.4%	2.6%
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	0	28	36	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	39	28	36	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	0	1	1

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

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-12th	Algebra I	College Board	2014	Yes	0.0%
7th-12th	Algebra II	College Board	2014	Yes	0.0%
7th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
7th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
7th-12th	Geometry	College Board	2014	Yes	0.0%
12th	Health	Holt	2004	Yes	0.0%
11th	History/ Social Studies	Glencoe/ McGraw Hill	2006	Yes	0.0%
7th-8th	History/ Social Studies	Holt	2006	Yes	0.0%
10th	History/ Social Studies	Pearson/ Prentice Hall	2007	Yes	0.0%
10th-12th	History/ Social Studies	Pearson/ Prentice Hall	2007	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
10th-12th	Science	Glencoe	2007	Yes	0.0%
7th	Science	Holt Rinehart	2007	Yes	0.0%
8th	Science	McDougal Littell	2007	Yes	0.0%
9th	Science	Prentice Hall	2006	Yes	0.0%

School Facilities & Safety (School Year 2016-17)

Keema High School was originally constructed in 1951. The campus is currently comprised of 1 large classroom, 3 computer labs, and a Counseling and Enrollment facility.

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.

School Facility Conditions				
Date of Last Inspection: 08/26/2016				
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			
Restrooms/Fountains			X	Boys restroom next to room 18 - there is no toilet paper dispenser; Girls restroom next to room 18 - there is no toilet paper dispenser.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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. One part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service 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.

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)	--	19	13	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	2	2	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	21	16	10	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				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	212	60	28.3	10
Male	93	30	32.26	3.33
Female	119	30	25.21	16.67
Black or African American	22	5	22.73	--
Hispanic or Latino	96	25	26.04	8
White	60	18	30	11.11
Socioeconomically Disadvantaged	197	53	26.9	11.32
English Learners	26	9	34.62	--

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 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	29	10	34.48	22.22	11	39.29	10
Male	14	4	28.57	--	6	42.86	--
Female	15	6	40	40	5	35.71	20
Hispanic or Latino	16	5	31.25	20	6	40	--
Socioeconomically Disadvantaged	29	10	34.48	22.22	11	39.29	10

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	57	24	42.11	5.26	23	39.66	--
Male	22	14	63.64	--	11	47.83	--
Female	35	10	28.57	11.11	12	34.29	--
Hispanic or Latino	28	11	39.29	--	8	28.57	--
White	18	8	44.44	14.29	8	44.44	--
Socioeconomically Disadvantaged	53	21	39.62	5.88	21	38.89	--

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	175	43	24.57	14.29	34	19.32	--
Male	82	19	23.17	6.25	15	18.07	--
Female	93	24	25.81	21.05	19	20.43	--
Black or African American	23	6	26.09	20	5	21.74	--
Hispanic or Latino	70	23	32.86	5.26	15	21.43	--
White	59	11	18.64	25	10	16.67	--
Socioeconomically Disadvantaged	145	31	21.38	11.54	23	15.86	--
English Learners	21	8	38.1	--	6	28.57	--

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.

UC/CSU Course Completion

Students at Keema High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2015-16)	100.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	-

* Duplicated Count (one student can be enrolled in several courses).

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	-	-	-
9	-	-	-

*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)

Parents play an important role at Keema High School through active participation and involvement in the School Site Council, Parent Advisory Committee and the Parent Project which offers parents the opportunity to participate in parenting skills training on a monthly basis. Parents are given the opportunity to participate in their child's individualized instruction.

Contact Information

Parents who wish to participate in Keema High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-3410.

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

Keema 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 are printed in binder dividers. These rules are reviewed at the time of initial enrollment and at the re-signing of the enrollment Parent Compact at the beginning of each semester.

The suspensions and expulsions for the past three years are illustrated in the chart. 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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.0%	0.0%	0.0%	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)

The Safety Plan is revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. Key elements to the safety plan include evacuation plans, drills, shelter-in-place, and dismissal procedures. The new plan is approved by the Board of Trustees. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Elwood J. Keema High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: CAASPP prep lab and Sacramento Urban League.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	34.2%	31.2%	20.6%	46.1%	49.5%	56.4%
District	16.4%	15.3%	9.2%	75.3%	77.6%	82.9%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-Language Arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2015-2016 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	59.5%	67.6%	85.7%
African American/Black	65.9%	68.1%	76.9%
American Indian or Alaska Native	50%	75%	74.9%
Asian	106.7%	67.1%	92.8%
Filipino	200%	117.4%	96.8%
Hispanic or Latino	57.7%	67.7%	84.5%
Native Hawaiian or Pacific Islander	100%	64%	84.9%
White	48.5%	64.2%	87.2%
Two or More Races	88.9%	62.7%	91.4%
English Learners	60%	44.6%	50.9%
Socioeconomically Disadvantaged	56.8%	63.9%	76.6%
Students with Disabilities	75%	51.7%	68.4%

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	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI	-	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

Class Size

As an independent study school, students often meet with their teachers in a one-on-one appointment-style setting and are not in a traditional classroom setting.

School Leadership

Leadership at Keema High School is a responsibility shared among district administration, site administration, instructional staff and parents. Primary leadership duties have been assumed by Mrs. Elmena Nelson. Staff members participate on Department Teams, the School Advisory Committee and the Leadership Team, which ensure that expected school wide performance standards are achieved.

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Keema 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 counselor-to-pupil ratio is 1:469. The table lists the support service personnel available at Keema High School.

Additional hours are given to students requiring additional lab work in math and English Language Arts.

Keema High School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and receive supplemental instruction in math and English Language Arts. 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.

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Nurse	1	0.06

Curriculum Development

All curriculum development at Keema High School revolves around the California State Common Core Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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.

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.

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>.

Average Teacher Salaries	
School & District	
School	\$55,910
District	\$71,399
Percentage of Variation	-21.7%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-26.3%

[ed-data.org](http://www.ed-data.org).

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:

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%

- 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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,893
From Supplemental/Restricted Sources	\$149
From Basic/Unrestricted Sources	\$4,744
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-17.6%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-16.4%

- 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