



Twin Rivers Unified School District Village School

CDS Code: 34-76505-6033617

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2016-17 School Accountability Report Card Published in 2017-18 School Year

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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.

Principal's Message

Dear Parents/Guardians and Students,

Welcome to the 2017-2018 school year! I would like to take this opportunity to welcome all of our returning families along with our new families and friends to Village School. I hope you had an enjoyable and relaxing summer break and you are now ready for an energizing 2017-2018 school year. The year ahead will be filled with many new and exciting changes for our families and students. Included in these changes are the additions of new staff members and student programs aimed at supporting and enhancing student achievement, and increased opportunities for family involvement.

I believe that working as partners in your child's education is vital if he/she is to be successful. And like many good partnerships, we as educators must keep parents fully informed of their child's progress. Therefore, during the school year you will receive correspondence from teachers regarding how your child is doing on his/her school work, along with assignments and project deadlines. Families are the most important teachers in their child's life, and their involvement in education is critical. The staff at Village is here to assist you in the successful educational growth of your child.

Again, I would like to welcome you back. Together we can ensure a fulfilling and rewarding year ahead. GO VIKINGS!!!

Sincerely,

Jordan Alvarado, Principal

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).

School Mission Statement (what we do)

Village TK-8 School is committed to equipping students with the tools they need for academic, personal and social achievement. Village TK-8 School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

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 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	12.0%
American Indian or Alaska Native	0.3%
Asian	2.3%
Filipino	1.9%
Hispanic or Latino	49.0%
Native Hawaiian or Pacific Islander	0.3%
White	26.6%
Two or More Races	6.9%
EL Students	21.4%
Socioeconomically Disadvantaged	91.7%
Students with Disabilities	17.9%
Foster Youth	0.9%

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.

Village Elementary School had a beginning enrollment of 576 students in grades kindergarten 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
K	44	44	45
1st	51	55	43
2nd	58	46	59
3rd	47	54	51
4th	59	51	60
5th	61	64	54
6th	53	61	63
7th	104	100	106
8th	90	98	95

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	26	26	26	1256
Without Full Credentials	0	1	1	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	2	0
Total Misassignments of Teachers	0	2	0
Vacant Teacher Positions	0	0	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%
K-6	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	Yes	0.0%
K-5	History/Social Science	Pearson Scott Foresman	2006	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%
K-8	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%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033617Textbooks_1.pdf

School Facilities & Safety (School Year 2017-18)

The current facilities were built in 1959. There are 18 permanent classrooms, four portable classrooms, a multipurpose room, a library/media center, a staff lounge, three playgrounds, and a Beanstalk preschool. The school was renovated from December 2008 to May 2009. Renovations included the addition of new technology SMART Boards, drop-down LCD monitors, new student furniture, new tile, new carpet, new cabinets, new sinks, new fencing, landscaping, and upgrades for handicap accessibility.

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. One 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.

School Facility Conditions				
Date of Last Inspection: 08/17/2017				
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 23 - there is a missing floor base; Room 26 - there are stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 23 - one missing light cover.
Restrooms/Fountains	X			
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 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

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)	--	17	27	--	31	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	20	17	--	25	25	--	36	37
Science (Grades 5, 8, and 10)	38	25	--	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 - Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	Science
				% Met or Exceeded CA Standard
All Students	157	153	97.45	24.84
Male	91	89	97.8	29.21
Female	66	64	96.97	18.75
Hispanic or Latino	86	83	96.51	21.69
White	43	42	97.67	30.95
Socioeconomically Disadvantaged	142	138	97.18	23.91
English Learners	29	29	100	6.9
Students with Disabilities	38	37	97.37	16.22

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
5	7.5%	28.3%	39.6%
7	-	-	-

**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)

The yearly School Plan and budget is developed and assessed by the School Site Council, composed of elected parents and staff. An English Learner Advisory Committee helps students who are learning English be more successful at school. Of these students, the highest percentage speaks Spanish, Russian or Ukrainian. Our dedicated Parent Teacher Association is comprised of members who provide services, programs, and financial support. Monthly coffee with the principals meeting are a great way to get to know your school leaders and parent input received on these occasions has developed into community forums on critical school issues.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 566-1970.

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

Students at Village K-8 School are guided by the expectation that they display Viking Valor:

- Value our Village
- Act Kindly
- Lead the Way
- Own and repair your mistakes
- Rise to the challenge

Specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others are modeled and rehearsed with students regularly in all school settings; communicated with families in our parent handbook, behavior expectation setting assemblies, and school to home connection conferences; and a central part of the coaching conversations and restorative opportunities provided to support students. Village’s school-wide behavior management system is a progressive approach with a consistent balance of positive reinforcement and natural consequences to meet students’ needs and promote wellness in the learning environment.

We utilize a progressive discipline plan where students are given an opportunity to improve their behavior before extreme consequences such as suspensions are given. Students needing extra behavior support are referred to our BEST team. The BEST Team is a group of teachers who meet regularly to discuss and make decisions about school-wide discipline issues as well as specific behavior concerns with students.

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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	9.44	10.42	16.08	0.00	0.00	0.00
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 Village K-8 School. 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 Emergency Preparedness Guide. The school at large has regular fire drill, lock down, and duck and cover procedure rehearsals. In recent years, we have increased playground supervision which has reduced the student to supervisory ratio on the yard. Our school can readily dispatch law enforcement through our district’s Twin Rivers Police Department.

The position of Campus Safety specialist had been added for the 2017-2018 school year. The Safety Plan is updated and reviewed reviewed with staff each year.

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 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 4	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

School Leadership

Leadership at Village K-8 School is a responsibility shared between district administration, the principal and vice principal, instructional staff, students, and parents. The district’s emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties for 2017-2018 school year are fulfilled by Principal Jordan Alvarado and Vice Principal Justine Skopal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students’ needs and aligns with district goals.

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	15 16 17	15 16 17	15 16 17	15 16 17	15 16 17	15 16 17			
By Grade Level												
K	22	22	22	-	-	-	2	2	2	-	-	-
1	26	27	22	-	-	-	2	2	2	-	-	-
2	29	23	27	-	-	-	2	2	2	-	-	-
3	23	18	16	-	1	1	2	2	2	-	-	-
4	20	25	29	1	-	-	2	2	2	-	-	-
5	29	30	25	-	-	-	2	2	2	-	-	-
6	19	22	23	1	1	1	2	2	2	-	-	-
Other	-	-	8	-	-	1	-	-	-	-	-	-
By Subject Area												
English	28	22	25	1	3	2	4	6	3	2	-	3
Mathematics	28	22	18	1	3	5	4	6	3	2	-	3
Science	24	20	22	2	4	3	4	6	3	2	-	3
Social Science	24	18	22	2	5	3	4	6	3	2	-	3

Counseling & Support Staff (School Year 2016-17)

In addition to academics, the staff at Village K-8 School is committed to partnering with students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values and supports a full-time on-site counselor and has designed support team procedures to ensure that students receive the services they need.

The table lists the support service personnel available at Village School.

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
Bilingual Paraeducators	1	0.5
Library Technician	1	0.625
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
SDC Aide	2	2.0
Special Day Class (SDC) Teacher	2	2.0
Speech/Language/Hearing Specialist	1	1.0

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP) or Special Day Class (SDC) program. RSP/SDC students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs two full-time RSP teachers who provides instruction within the general education classroom, through push-in instructional models, pull-out service delivery groups or in a specialized setting.

Village K-8 School teachers are sensitive to the unique needs of English Language Learner (EL) students. EL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD). The school also employs a bilingual academic instructional specialist to assist teachers in designing academic instruction for English Learners. All classrooms provide integrated and designated English Language Development (ELD) instructional practices including district adopted ELD curriculum.

Both academic and Gifted and Talented Education (GATE) program resources are available for those students who qualify to support all students in reaching their next level in academic achievement.

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

All curriculum development at Village School revolves around the California State Common Core Standards. 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.

Student Recognition

Village K-8 School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and school-wide awards. There is a school-wide focus on achievement and citizenship. Students are recognized for the following:

- Perfect Attendance
- Viking of the Year Award
- Community of Caring Assemblies
- Safe School Ambassadors
- Examples of Viking Valor

- Positive Calls Home
- Individual Classroom Awards and Recognition

Extracurricular Activities

Village School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Village K-8 School include the following:

- Student Government and elected ASB Officers
- School Culture Leadership Team
- Principal Advisory Council
- Yearbook and Drama
- Soccer
- Basketball
- Volleyball
- Club Live
- Band
- Art
- Music
- Inquiry Club
- Tutoring
- Expanded Learning Program

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

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	\$69,711
District	\$73,962
Percentage of Variation	-5.8%
School & State	
All Unified School Districts	\$79,228
Percentage of Variation	-12%

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.

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	\$6,647
From Supplemental/Restricted Sources	\$1,613
From Basic/Unrestricted Sources	\$55,033
District	
From Basic/Unrestricted Sources	\$5,947
Percentage of Variation between School & District	825.4%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	737.1%