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Twin Rivers Unified School District Rio Tierra Junior High School

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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).

School Mission Statement

Our purpose is to provide the educational opportunities needed to meet the challenges of today's world of higher education and future careers. Rio Tierra Junior High recognizes each student as unique and special and the education we provide will last a lifetime!

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 | 14.4% |
| American Indian or Alaska Native | 0.2% |
| Asian | 6.7% |
| Filipino | 1.0% |
| Hispanic or Latino | 63.8% |
| Native Hawaiian or Pacific Islander | 1.6% |
| White | 4.5% |
| Two or More Races | 6.9% |
| EL Students | 22.1% |
| Socioeconomically Disadvantaged | 81.4% |
| Students with Disabilities | 12.6% |
| Foster Youth | 1.0% |

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.

Rio Tierra Junior High School had a beginning enrollment of 506 students in grades six through eight for the 2015-16 school year.

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| 6th | 119 | 108 | 106 |
| 7th | 236 | 233 | 183 |
| 8th | 203 | 223 | 217 |

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 | 100.0% | 0.0% |
| 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 | 28 | 27 | 24 | 1257 |
| Without Full Credentials | 0 | 0 | 1 | 46 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 52 |

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

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

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

Instructional Materials (School Year 2016-17)

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

| District-Adopted Textbooks | | | | | |
|----------------------------|------------------------|-------------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 7th-8th | Algebra I | College Board | 2014 | Yes | 0.0% |
| 7th-8th | ELD | National Geographic / Hampton Brown | 2008 | Yes | 0.0% |
| 6th | English/Language Arts | MacMillan/McGraw-Hill CA Treasures | 2010 | Yes | 0.0% |
| 7th-8th | English/Language Arts | McDougal Littell | 2002 | Yes | 0.0% |
| 7th-8th | Foreign Language | Pearson/Prentice Hall | 2008 | Yes | 0.0% |
| 7th-8th | History/Social Science | Holt | 2006 | Yes | 0.0% |
| 6th | History/Social Studies | Prentice Hall | 2006 | Yes | 0.0% |
| 7th | Life Science | Holt | 2007 | Yes | 0.0% |
| 6th-8th | Mathematics | Houghton Mifflin | 2015 | Yes | 0.0% |
| 8th | Physical Science | McDougal Littell | 2007 | Yes | 0.0% |
| 6th | Science | Houghton Mifflin | 2007 | Yes | 0.0% |

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056059265Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

The current facilities were built in 1958, and consists of 42 permanent classrooms, 3 portable classrooms, a library, a cafeteria, a gym, 3 computer labs, a science computer lab, a fitness room, a music room, a woodshop, and 2 staff lounges.

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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 08/30/2016 | | | | |
| 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 | | Boys Locker Room - there is peeling paint on the ceiling; Girls Locker Room - there is peeling paint on the ceiling; Gym - there are twenty stained ceiling tiles. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | | | X | Boys Locker Room - there is one light out; Computer Lab, Room 54 - there is one light out; Fitness Room - there is one exit sign out; Gym - there is one light out; Room 18, Music Room - there are three cords that are a trip hazard; Room 60 - there are three cords that are a trip hazard. |
| Restrooms/Fountains | X | | | Room 40 - there are two sinks not functioning. |
| Safety (Fire Safety, Hazardous Materials) | X | | | Room 23 - there is one fire extinguisher blocked. |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

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

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

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

| California Assessment of Student Performance and Progress | | | | | | | | | |
|---|--|------|------|----------|------|------|-------|------|------|
| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | | | | |
| | School | | | District | | | State | | |
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| English Language Arts/Literacy (Grades 3-8 and 11) | -- | 18 | 25 | -- | 28 | 31 | -- | 44 | 48 |
| Mathematics (Grades 3-8 and 11) | -- | 13 | 14 | -- | 23 | 25 | -- | 34 | 36 |
| Science (Grades 5, 8, and 10) | 35 | 40 | 31 | 47 | 43 | 40 | 60 | 56 | 54 |

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

| California Assessment of Student Performance and Progress - Science | | | | |
|---|------------------|---------------|----------------|-------------------------------|
| Student Groups | Science | | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 219 | 211 | 96.35 | 30.81 |
| Male | 96 | 92 | 95.83 | 27.17 |
| Female | 123 | 119 | 96.75 | 33.61 |
| Black or African American | 33 | 30 | 90.91 | 30 |
| Asian | 15 | 15 | 100 | 46.67 |
| Hispanic or Latino | 146 | 142 | 97.26 | 26.76 |
| Socioeconomically Disadvantaged | 196 | 189 | 96.43 | 30.16 |
| English Learners | 31 | 30 | 96.77 | 13.33 |
| Students with Disabilities | 26 | 24 | 92.31 | 41.67 |

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

California Assessment of Student Performance and Progress - Grade 6

| Student Groups | 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 | 110 | 107 | 97.27 | 22.64 | 107 | 97.27 | 23.36 |
| Male | 62 | 60 | 96.77 | 18.33 | 60 | 96.77 | 21.67 |
| Female | 48 | 47 | 97.92 | 28.26 | 47 | 97.92 | 25.53 |
| Black or African American | 12 | 11 | 91.67 | 9.09 | 11 | 91.67 | -- |
| Hispanic or Latino | 79 | 77 | 97.47 | 25 | 77 | 97.47 | 25.97 |
| Socioeconomically Disadvantaged | 100 | 98 | 98 | 20.62 | 98 | 98 | 20.41 |
| English Learners | 19 | 18 | 94.74 | -- | 18 | 94.74 | -- |

California Assessment of Student Performance and Progress - Grade 7

| 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 | 189 | 179 | 94.71 | 27.37 | 181 | 95.77 | 11.6 |
| Male | 97 | 93 | 95.88 | 25.81 | 94 | 96.91 | 14.89 |
| Female | 92 | 86 | 93.48 | 29.07 | 87 | 94.57 | 8.05 |
| Black or African American | 31 | 28 | 90.32 | 25 | 28 | 90.32 | 7.14 |
| Asian | 17 | 17 | 100 | 11.76 | 17 | 100 | 11.76 |
| Hispanic or Latino | 104 | 99 | 95.19 | 29.29 | 101 | 97.12 | 11.88 |
| Two or More Races | 21 | 21 | 100 | 28.57 | 21 | 100 | 9.52 |
| Socioeconomically Disadvantaged | 171 | 163 | 95.32 | 25.77 | 165 | 96.49 | 10.3 |
| English Learners | 32 | 28 | 87.5 | -- | 30 | 93.75 | -- |
| Students with Disabilities | 24 | 23 | 95.83 | 8.7 | 23 | 95.83 | 8.7 |

California Assessment of Student Performance and Progress - Grade 8

| 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 | 218 | 213 | 97.71 | 23.94 | 212 | 97.25 | 11.32 |
| Male | 96 | 93 | 96.88 | 18.28 | 92 | 95.83 | 10.87 |
| Female | 122 | 120 | 98.36 | 28.33 | 120 | 98.36 | 11.67 |
| Black or African American | 32 | 31 | 96.88 | 19.35 | 30 | 93.75 | 20 |
| Asian | 15 | 15 | 100 | 20 | 15 | 100 | 6.67 |
| Hispanic or Latino | 146 | 143 | 97.95 | 23.08 | 143 | 97.95 | 7.69 |
| Socioeconomically Disadvantaged | 195 | 191 | 97.95 | 23.56 | 190 | 97.44 | 10 |
| English Learners | 31 | 30 | 96.77 | -- | 30 | 96.77 | 6.67 |
| Students with Disabilities | 26 | 24 | 92.31 | 16.67 | 24 | 92.31 | 12.5 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| 2015-16 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 20.2% | 21.5% | 20.9% |

**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 Rio Tierra Junior High School through participation in school committees and activities. Parents may join the School Site Council and the English Language Advisory Committee (ELAC). The principal also holds a monthly conference that parents may attend.

Contact Information

Parents who wish to participate in Rio Tierra Junior High School’s leadership teams, school committees, school activities or become a volunteer may contact the school’s office at (916) 566-2730.

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

Rio Tierra 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 that outline the dress code, attendance, school rules, and disciplinary procedures are sent home to parents and students each summer and are printed in binder dividers and in the school planners which are distributed free of charge to students. A booklet delineating parents and students rights is disseminated in September of every year after the rights are explained in an assembly. These rules are reviewed at the Back to School Night, as well as in the school newsletter, and in memos sent home to parents. Rio Tierra maintains an active Student Success Team (SST). The SST is comprised of a faculty chairperson, the attendance and behavior specialist, and various staff members. The SST meets with parents and students to assist them in being more successful in school.

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 | 21.0% | 19.0% | 22.0% | 1.0% | 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 2015-16)

The safety plan is evaluated and reviewed annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

D. Other SARC Information

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

Additional Internet Access/Public Libraries

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

Federal Intervention Program (School Year 2016-17)

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

| Federal Intervention Programs | | |
|--------------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2004-2005 | 2010-2011 |
| Year in PI | Year 5 | Year 3 |
| # of Title I Schools Currently In PI | - | 48 |
| % of Title I Schools Currently In PI | - | 90.6% |

Class Size

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

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|---|
| Average Class Size | | | Classrooms Containing: | | | | | | | | | |
| | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | |
| 14 | 15 | 16 | 14 | 15 | 16 | 14 | 15 | 16 | 14 | 15 | 16 | |
| By Grade Level | | | | | | | | | | | | |
| 6 | 31 | 26 | 27 | - | 3 | - | 19 | 17 | 16 | 4 | 3 | - |
| By Subject Area | | | | | | | | | | | | |
| English | 20 | 19 | 13 | 13 | 22 | 33 | 14 | 11 | 7 | 1 | 1 | - |
| Mathematics | 24 | 21 | 12 | 7 | 9 | 32 | 9 | 14 | 5 | 4 | - | - |
| Science | 26 | 27 | 13 | 2 | 2 | 18 | 12 | 8 | 10 | 1 | 5 | - |
| Social Science | 27 | 28 | 13 | 1 | 2 | 20 | 13 | 8 | 6 | - | 4 | - |

School Leadership

Primary leadership duties have been assumed by Principal Micah Simmons. Leadership at Rio Tierra is a responsibility shared between the principal, staff and parents and community members.

Opportunities for leadership include:

- School Leadership Team
- Coordination of Services Team
- ELAC
- School Site Council

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Rio Tierra 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 counselor to pupil ratio is 1:506. The chart lists support staff that are available to all students at Rio Tierra Junior High School.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The support staff develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in one of the Special Day Classes, the Resource Specialist Program, and/or sessions with the Speech/Language Specialist.

For students whose primary language is not English and who have limited proficiency in English, Rio Tierra Junior High School offers support to better prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). A three-period block of English Language Development instruction is offered during the day to help students achieve fluency in English.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Counseling & Support Services Staff | | |
|---|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Academic Counselor | 1 | 1.0 |
| Health Assistant | 1 | 1.0 |
| Nurse | 1 | 0.167 |
| Psychologist | 1 | 0.4 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.0 |
| RSP Aide | 1 | 0.75 |
| Special Day Class (SDC) Teacher | 2 | 2.0 |
| Speech and Language Specialist | 1 | 0.5 |
| Student Learning Coach | 1 | 1.0 |

Teacher Evaluation & Professional Development

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

Teachers and Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

Rio Tierra Junior High School is a comprehensive junior high school providing access to California State Content 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 California State Content Standards and are mapped to their formative assessments to ensure that students are learning the content being taught.

Student Recognition

Rio Tierra Junior High School is proud of its Renaissance program which was established to recognize and reward student achievement and behavior. Students enjoy special assemblies, pizza parties, ice cream socials, and coupons for the snack bar, passes to go to the front of the lunch line, passes to go to lunch two minutes early and many other forms of recognition. Students also receive awards for academic achievement for grade point averages: Gold is given for grade point averages between 3.5 and 4.0; Silver is granted for grade point averages between 3.0 and 3.49; Bronze is awarded for averages between 2.5 and 2.99; Copper is awarded to students who improve their grade point averages by at least 5.

Extracurricular Activities

Ample opportunities exist for students to participate in extracurricular activities in interscholastic sports, club activities, band, computers, woodshop, drafting, and monthly night activities such as dances, Mock Rock, talent shows, and movie nights.

Computer Resources

All classrooms have at least 6 computers that are connected to the Internet. Rio Tierra Junior High School also has six computer labs with at least 36 computers in each. The computer labs are available for teacher check out. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in Accelerated Reader, Classworks, Microsoft Publisher, Microsoft Office, Brain Prompt, and other programs.

School Site Teacher Salaries (Fiscal Year 2014-15)

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

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$71,376 |
| District | \$71,399 |
| Percentage of Variation | -0% |
| School & State | |
| All Unified School Districts | \$75,837 |
| Percentage of Variation | -5.9% |

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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

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

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

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

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$8,066 |
| From Supplemental/Restricted Sources | \$1,699 |
| From Basic/Unrestricted Sources | \$6,367 |
| District | |
| From Basic/Unrestricted Sources | \$5,756 |
| Percentage of Variation between School & District | 10.6% |
| State | |
| From Basic/Unrestricted Sources | \$5,677 |
| Percentage of Variation between School & State | 12.2% |

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

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