



Xay Phongmany
Principal

xay.phongmany@twinriversusd.org



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

Board of Trustees

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

Twin Rivers Unified School District

Martin Luther King Jr.

Technology Academy

CDS Code: 34-76505-6102784

3051 Fairfield Street, Sacramento, CA 95815 ♦ (916) 566-3490
2013-14 School Accountability Report Card

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.

School Mission Statement

"Martin Luther King Jr. Technology Academy is dedicated to ensuring success through challenging academic classes, high behavioral expectations, and a safe supportive school environment" .

District & School Profile (School Year 2014-15)

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. Martin Luther King Jr. Technology Academy had a beginning enrollment of 432 students in grades seven through eight for the 2013-14 school year.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

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

Enrollment by Student Group	
2013-14	
	Percentage
African American	22.9%
American Indian	0.2%
Asian	21.5%
Filipino	0.9%
Hispanic or Latino	39.6%
Pacific Islander	2.3%
White	7.9%
Two or More	2.5%
None Reported	2.1%
English Learners	26.4%
Socioeconomically Disadvantaged	97.9%
Students with Disabilities	19.9%

School Enrollment & Attendance (School Year 2013-14)

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 Martin Luther King, Jr. Technology Academy. 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.

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

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
7th	199	202	208
8th	209	201	224

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 2013-14)

The Federal No Child Left Behind Act 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.7%	1.3%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
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		
	12-13	13-14	14-15
Fully Credentialed	22	0	22
Without Full Credentials	0	0	1
Working Outside Subject	0	0	0

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			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	1	0
Vacant Teacher Positions	2	0	1

School Facilities (School Year 2014-15)

The campus is currently comprised of 41 classrooms, a library, one computer lab, a gym, one counseling room, one staff lounge, a black top area, a sports field and a cafeteria..

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians 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 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

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: 09/12/2014				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	Little Theater - there are a number of 10" by 10" tiles at the top of the ramp by the stage that have come up and are laying at the top of the ramp; Room 32/Computer Lab - the pencil sharpener cover is missing; Room 37/Bilingual Paraeducator - the pencil sharpener cover is missing; Room 46 - the pencil sharpener cover is missing; Room 55 - the pencil sharpener cover is missing; Room 70 - the pencil sharpener cover is missing.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical			X	Auxiliary Gym - three lights are out; Band Room - one light is out; Boys Restroom 20 Wing - A faucet diffuser is missing; Main Gym - six lights of the main lights are out Room 32/Computer Lab - there are two light out; Room 37/Bilingual Paraeducator - one bank of light are out; Room 42 - a light diffuser is missing; Room 46 - four lights are out; Room 52 - one light is out; Room 60 - two banks of lights are out; Room 70 - there are eight light out (one whole bank); this is one-third of the lighting in the room.
Restrooms/Fountains			X	Boys Locker Room - the far left faucet in the restroom is very loose; Boys Restroom 20 Wing - A faucet diffuser is missing, and another faucet is loose; Girls Restroom 30 Wing - the toilet is clogged; Girls Restroom by Room 20 - the restroom has a single sink outside the handicapped stall. The handicapped stall has its own sink but no paper towel dispenser; one should be installed. The faucet in the sink outside the handicapped stall sprayed one single stream of water about 1mm in diameter and would not shut off. Boys Restroom 20 Wing - outside, one drinking fountain does not have enough pressure, and another is clogged; Room 55 - the drinking fountain outside was stuck in the on position
Safety (Fire Safety, Hazardous Materials)	X			Main Gym - In the northwest corner of the gym, the fire extinguisher cabinet is jammed and has no handle so it cannot be opened without a tool of some kind. The fire alarm pull needs to be remounted. On the southeast wall, the fire extinguisher cabinet is functional but needs an identifying sign.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, 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 2014, 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	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
7th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
7th-8th	History/Social Science	Holt	2006	Yes	0.0%
7th-8th	Mathematics	Glencoe	2008	Yes	0.0%
7th	Science	Holt	2007	Yes	0.0%
8th	Science	McDougal Littell	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056102784Textbooks_1.pdf

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	29	22	26	46	44	48	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	26
Males	29
Females	21
African American/Black	24
American Indian	*
Asian	35
Filipino	*
Hispanic	16
Pacific Islander	*
White	44
Socioeconomically Disadvantaged	26
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

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



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	27	19	22	40	42	40	54	56	55
Mathematics	16	15	19	41	41	40	49	50	50
History/Social Science	19	10	9	29	31	31	48	49	49

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	1	1	1
Similar Schools	3	1	1
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-7	-47	-11
Black or African American			
Actual API Change	26	-42	-27
Asian			
Actual API Change	-25	-39	-5
Hispanic or Latino			
Actual API Change	-6	-60	7
Socioeconomically Disadvantaged			
Actual API Change	-7	-51	-7
English Learners			
Actual API Change	-42	-33	-36
Students with Disabilities			
Actual API Change	-16	-30	16

Physical Fitness (School Year 2013-14)

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			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.4%	24.8%	7.3%

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

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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 schoolsite.

Parent & Community Involvement (School Year 2014-15)

Opportunities for parent involvement at Martin Luther King Jr. Technology Academy include:

- School Site Council
- ELAC
- AVID Parent Events
- Library
- Schoolwide Volunteers
- Back to School Night
- Open House
- Parent Conferences

Contact Information

Parents who wish to participate in Martin Luther King Jr. Technology Academy leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-3490.

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.

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. 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	1998-1999	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

School Safety Plan

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

State Priority: School Climate

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

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

Discipline & Climate for Learning

Martin Luther King Jr. Technology Academy 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.

Policies, outlining dress code, attendance, school rules, and disciplinary procedures are sent home to parents and students each summer. These rules are reviewed at the Back to School Night and in memos sent home to parents.

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

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	264	261	363	5588	5607	5513
Suspension Rate	64.7%	64.8%	84.0%	17.7%	17.8%	17.7%
Expulsions	0	1	0	18	12	20
Expulsion Rate	0.0%	0.2%	0.0%	0.1%	0.0%	0.1%

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%

2012-13: 5.1%

2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

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			
12	13	14	12	13	14	12	13	14	12	13	14	
By Subject Area												
19	19	20	21	20	16	9	11	16	2	-	1	
24	20	21	11	15	9	6	8	13	5	1	1	
29	33	28	1	-	1	8	5	5	4	5	5	
Social	28	28	27	3	2	3	2	7	7	7	4	5

School Leadership

Leadership at Martin Luther King Jr. Technology Academy is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties were assumed by Principal Xay Phongmany. Mr. Phongmany is actively involved with the School Site Council and the Site Leadership Team, which direct the overall school vision and mission.

Opportunities for leadership include:

- School Site Council
- School Safety Team
- Renaissance Committee
- Site Leadership Team
- AVID Site Team
- Safe School Ambassador

Counseling & Support Staff (School Year 2013-14)

The staff at Martin Luther King Jr. Technology Academy strive to assist students with all their needs, including academic, social and personal issues. Staff members are trained to recognize at-risk behavior in all students. A counseling referral system ensures all students receive the services they need. The school employs one full-time School Counselor (1:432), a part-time school Psychologist along with numerous other support service staff (See accompanying chart.) Students identified with qualifying disabilities are placed in the least restrictive environment to ensure a free and appropriate public education. We have a continuum of program placements available at MLK, including special day classes, resource specialist program and speech and language therapy. Students identified as English language learners are assessed annually on their English Language development through the CA English Language Development Test (CELDT). Students requiring intensive academic supports to assist in their language development receive specialized classroom instructions. The chart lists support staff that are available to all students at Martin Luther King Jr. Technology Academy.

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, Martin Luther King Jr. Technology Academy 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). Newcomers are put into a separate class to help develop their English Language Skills. 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	2	2.0
Health Assistant	1	1.0
Library Technician	1	1.0
Nurse	1	0.2
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.5
SDC Aide	4	3.0
Special Day Class (SDC) Teacher	3	3.0
Student Learning Coach	1	1.0

Library Information

The school's library provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. 10 computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address 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 other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. 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 Transitioning/ Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

Curriculum Development

Martin Luther King Jr. Technology Academy is a comprehensive junior high school providing access to California State Common Core 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 Common Core Standards and are mapped to their formative assessments to ensure that students are learning the content being taught.

Student Recognition

Martin Luther King Jr. Technology Academy celebrates student success through the Jostens' Renaissance program. Medals (gold, silver and bronze) and awards are provided for academic achievement and good citizenship, at quarterly Success Rallies. Students earn incentives and spirit days through collective and individual behaviors that maintain a positive school environment.

School Site Teacher Salaries (Fiscal Year 2012-13)

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	\$60,522
District	\$68,898
Percentage of Variation	-12.2%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-14.4%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

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 2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 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:

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title I, Title II, Title III
- CA Partnership Academies
- Charter School Fund
- Special Education
- Pupil Retention Block Grant

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,214
From Supplemental/Restricted Sources	\$2,399
From Basic/Unrestricted Sources	\$5,815
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	23.8%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	24.0%

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>.

Extracurricular Activities

Students are encouraged to participate in the school's extracurricular activities which are an integral part of the educational program. Extracurricular activities offered during the 2013-14 school year included:

- Soccer
- Volleyball
- Drill Team
- Choir
- Band
- Basketball
- Flag Football
- Student Council
- Yearbook
- Cheerleading Squad
- UC EAOP