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Twin Rivers Unified School District
Martin Luther King Jr. Technology Academy
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2014-15 School Accountability Report Card
Published in 2015-16 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.

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 2015-16)

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	
2014-15	
	Percentage
Black or African American	23.8%
American Indian or Alaska Native	0.9%
Asian	18.2%
Filipino	0.9%
Hispanic or Latino	41.6%
Native Hawaiian or Pacific Islander	3.2%
White	7.6%
Two or More Races	3.7%
English Learners	27.0%
Socioeconomically Disadvantaged	94.2%
Students with Disabilities	18.9%
Foster Youth	0.9%

School Enrollment & Attendance (School Year 2014-15)

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.

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

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
7th	202	208	216
8th	201	224	218

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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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
	13-14	14-15	15-16	15-16
Fully Credentialed	0	22	24	1270
Without Full Credentials	0	1	0	21
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			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**1**	**0**	**0**
Vacant Teacher Positions	0	1	0

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, 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%
7th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
7th-8th	History/ Social Science	Holt	2006	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
7th	Science	Holt	2007	Yes	0.0%
8th	Science	McDougal Littell	2007	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

The school was constructed in 1954. 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..

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process and Schedule

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

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time 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 2015-16 school year, the district has budgeted $1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions			
Date of Last Inspection: 09/01/2015			
Overall Summary of School Facility Conditions: Good			
Items Inspected	Facility Component System Status		Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Classroom 46 - the classroom floor is dirty; Classroom 59 - the classroom floor is dirty; Classroom 70 - the classroom floor is dirty;
Electrical	X			Music Room - the lights in the room do not have switches, requiring them to be turned on at the breaker.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			Grounds - the paint is peeling on the trim above the walkway outside of Classrooms 80 and 81.
Structural (Structural Damage, Roofs)	X			Grounds - the wood louvers above the walkway outside of Classrooms 80 and 81 have dry rot.
External (Grounds, Windows, Doors, Gates, Fences)	X			

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); 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

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

• Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
• Performance Level 2: Standard nearly met - May require further development for success in future coursework.
• Performance Level 3: Standard met - Demonstrates progress toward mastery.
• Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	**School**	**District**	**State**
English Language Arts/Literacy (Grades 3-8 and 11)	12	26	44
Mathematics (Grades 3-8 and 11)	7	21	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 7													
		English-Language Arts							Mathematics				
				Percent Achievement Level						**Percent Achievement Level**			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	214	203	94.9	64	23	12	1	205	95.8	71	19	6	3
Male	214	96	44.9	69	21	8	2	97	45.3	73	18	6	3
Female	214	107	50	60	25	15	0	108	50.5	69	20	6	3
Black or African American	214	52	24.3	60	31	8	2	52	24.3	79	15	6	0
American Indian or Alaska Native	214	2	0.9	--	--	--	--	2	0.9	--	--	--	--
Asian	214	34	15.9	50	26	21	3	34	15.9	50	26	18	6
Filipino	214	2	0.9	--	--	--	--	3	1.4	--	--	--	--
Hispanic or Latino	214	86	40.2	72	19	9	0	87	40.7	75	18	3	1
Native Hawaiian or Pacific Islander	214	4	1.9	--	--	--	--	4	1.9	--	--	--	--
White	214	12	5.6	75	17	8	0	12	5.6	75	8	0	8
Two or More Races	214	11	5.1	55	18	27	0	11	5.1	64	27	0	9
Socioeconomically Disadvantaged	214	195	91.1	64	24	12	1	196	91.6	70	19	6	3
English Learners	214	50	23.4	90	10	0	0	50	23.4	88	12	0	0
Students with Disabilities	214	31	14.5	97	0	3	0	31	14.5	94	3	3	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 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. 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 Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	21	25	27	43	47	43	59	60	56

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at http://caaspp.cde.ca.gov/caaspp2015/Index.aspx.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	27
African American/Black	15
Asian	58
Hispanic or Latino	12
Males	27
Females	27
Socioeconomically Disadvantaged	28
English Learners	15

*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.

Physical Fitness (School Year 2014-15)

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 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.9%	18.2%	12.4%

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

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 2015-16)

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

• School Site Council
• Library
• Open House

• ELAC
• Schoolwide Volunteers
• Parent Conferences

• AVID Parent Events
• Back to School Night

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.

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						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	26.2%	31.2%	31.4%	0.2%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The School Site Safety Plan is evaluated and revised annually if necessary 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.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

 • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
 • Percent proficient on the state's standards-based assessments in ELA and mathematics.
 • Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16)	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												
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
	19	19	16	20	20	26	11	11	9	-	-	1
	20	20	20	15	15	11	8	8	11	1	1	2
	33	33	26	-	-	2	5	5	7	5	5	4
Social	28	28	26	2	2	4	7	7	7	4	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 2014-15)

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 (1:434), 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 Support Teacher	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.

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 2014-15 school year included:

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

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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

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.

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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 2013-14		
	District	State
Beginning Teachers	$40,800	$43,165
Mid-Range Teachers	$55,607	$68,574
Highest Teachers	$84,942	$89,146
Elementary School Principals	$100,560	$111,129
Middle School Principals	$105,080	$116,569
High School Principals	$114,809	$127,448
Superintendent	$205,358	$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

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	$70,528
District	$71,162
Percentage of Variation	-0.9%
School & State	
All Unified School Districts	$72,971
Percentage of Variation	-3.3%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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	$8,741
From Supplemental/Restricted Sources	$2,444
From Basic/Unrestricted Sources	$6,297
District	
From Basic/Unrestricted Sources	$5,201
Percentage of Variation between School & District	21.1%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	17.7%

District Revenue Sources (Fiscal Year 14-15)

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