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Twin Rivers Unified School District Martin Luther King Jr. Technology Academy

CDS Code: 34-76505-6102784

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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.

Principal's Message

Martin Luther King, Jr. Technology Academy is a 7th and 8th grade middle school committed to integrity, achievement and excellence. We strive for all students to be prepared for high school as well as college and career. We value and respect the diverse student body and look to build long standing relationships with parents and community.

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

"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 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	20.6%
American Indian or Alaska Native	1.2%
Asian	18.7%
Filipino	1.4%
Hispanic or Latino	42.8%
Native Hawaiian or Pacific Islander	2.6%
White	7.0%
Two or More Races	4.9%
EL Students	27.1%
Socioeconomically Disadvantaged	93.9%
Students with Disabilities	20.8%
Foster Youth	0.5%

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.

Martin Luther King Jr. Technology Academy had a beginning enrollment of 428 students in grades seven 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
7th	208	216	217
8th	224	218	211

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	22	24	27	1257
Without Full Credentials	1	0	2	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	1	0	0

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%
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%

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

School Facilities & Safety (School Year 2016-17)

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 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: 08/25/2016				
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			Room 46 - the classroom sign is broken.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Cafeteria - there is one light out; Main Gym - there are nine lights out; Room 46 - there are four lights out; Room 60 - there is one light out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and 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)	--	13	17	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	8	9	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	25	27	24	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	201	187	93.03	23.53
Male	100	94	94	25.53
Female	101	93	92.08	21.51
Black or African American	54	50	92.59	16
Asian	35	35	100	45.71
Hispanic or Latino	83	74	89.16	14.86
Two or More Races	13	12	92.31	41.67
Socioeconomically Disadvantaged	191	179	93.72	23.46
English Learners	38	33	86.84	9.09
Students with Disabilities	35	32	91.43	18.75

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

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	227	219	96.48	14.68	219	96.9	12.39
Male	127	123	96.85	9.76	122	96.83	9.92
Female	100	96	96	21.05	97	97	15.46
Black or African American	46	45	97.83	8.89	45	97.83	2.22
Asian	44	42	95.45	35.71	43	97.73	23.26
Hispanic or Latino	95	92	96.84	7.69	91	96.81	10.99
White	17	15	88.24	13.33	15	88.24	20
Socioeconomically Disadvantaged	218	212	97.25	14.22	212	97.7	11.85
English Learners	75	71	94.67	5.71	71	95.95	1.41
Students with Disabilities	50	49	98	2.04	48	97.96	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	202	192	95.05	20.53	195	96.53	6.22
Male	101	96	95.05	15.79	97	96.04	5.21
Female	101	96	95.05	25.26	98	97.03	7.22
Black or African American	55	52	94.55	15.69	52	94.55	1.96
Asian	35	35	100	34.29	35	100	14.29
Hispanic or Latino	83	77	92.77	14.47	80	96.39	3.75
Two or More Races	13	12	92.31	33.33	12	92.31	8.33
Socioeconomically Disadvantaged	192	184	95.83	19.23	187	97.4	6.49
English Learners	38	36	94.74	--	37	97.37	--
Students with Disabilities	35	33	94.29	6.25	33	94.29	3.03

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	19.4%	20.4%	12.0%

**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 are strongly encouraged to be actively involved with their child's academic and extracurricular programs.

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.

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

Martin Luther King Jr. Technology Academy utilizes a progressive discipline plan with the goal of maximizing student time inside the classroom. Classroom teachers are encouraged to address behavioral issues through alternative means of correction which include parent contacts, student contracts, and assigning detention. For issues that require administrative intervention, the site administrator uses the progressive discipline outlined in the Twin Rivers Unified School District's Family Handbook. The administrative consequences may include detention, suspension, or a referral for expulsion.

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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	31.0%	31.0%	29.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

The 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.

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	1998-1999	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%

School Leadership

Dr. Shana Henry serves as the principal and has over eleven years of experience as a site administrator. Through the values of integrity, achievement and excellence, Dr. Henry's goal is to support the student, families and staff toward success for all students. The school has an Instructional Leadership Team (ILT) comprised of the principal and department chairs. The ILT is a steering committee whereupon decisions about the programs offered at the site level are discussed, monitored, or amended. Additionally, the ILT acts as an advisory unit to the School Site Council, providing input about the school's ability to meet its stated goals.

Class Size

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

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

Counseling & Support Staff (School Year 2015-16)

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 (1:428), and a part-time school Psychologist. 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.

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
Nurse	1	0.2
Psychologist	1	0.60
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
Speech/Language Specialist	1	0.50

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.

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

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

Student achievement and improvement are recognized with:

- Field Trips
- Student of the Month Awards
- Attendance and Citizenship Recognition
- Honor Roll Awards
- Entry to Events
- Promotion

Extracurricular Activities

Extracurricular activities offered during the 2015-16 school year may include:

- Soccer
- Basketball
- Student Council
- Cheerleading Squad
- Safe School Ambassadors (SSA)
- Volleyball
- Flag Football
- Yearbook
- UC EAOP
- Afterschool Tutoring

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.

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	\$66,720
District	\$71,399
Percentage of Variation	-6.6%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-12%

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	\$9,672
From Supplemental/Restricted Sources	\$2,622
From Basic/Unrestricted Sources	\$7,050
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	22.5%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	24.2%

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