

Martin Luther King Jr. Technology Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Martin Luther King Jr. Technology Academy
Street	3051 Farifield Street
City, State, Zip	Sacramento, CA 95815
Phone Number	(916) 566-3490
Principal	Leslie Addiego
Email Address	leslie.addiego@trusd.net
School Website	https://mlkta.trusd.net/
County-District-School (CDS) Code	34765056102784

2023-24 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steven Martinez
Email Address	steve.martinez@trusd.net
District Website	https://www.trusd.net/

2023-24 School Description and Mission Statement

ABOUT TWIN RIVERS UNIFIED SCHOOL DISTRICT

Twin Rivers Unified School District encompasses 80 square miles in a growing, ethnically diverse region in northern Sacramento County characterized by a mix of suburban development and light industry. The district serves more than 26,000 students in preschool through adult education who come from families that speak 46 different languages. All enrolled students, regardless of income level, are eligible to receive a healthy school breakfast and lunch at no charge. Our families live in the neighborhoods of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, North and South Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

Twin Rivers is comprised of 43 schools— 27 elementary schools, four comprehensive high schools, five middle schools, two alternative high schools, one special education center, a K-12 independent study school, preschools, three dependent charter schools on eight sites, and Twin Rivers Adult School.

OUR MISSION

To inspire each student to extraordinary achievement every day.

OUR VISION

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

TWIN RIVERS UNIFIED SCHOOL DISTRICT GOALS

1. By 2024-2025, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.
2. By 2024-2025, TR will have a 92% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 10% (ELA) and 10% (math) during 2022-2023.
4. For 2021-22 and subsequent years, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and subsequent years, the retention rate for all employees will remain above 95%.

2023-24 School Description and Mission Statement

OUR CORE BELIEFS

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.

Principal's Message

On behalf of the Martin Luther King Jr. Technology Academy Administration, Faculty and Staff, we are incredibly excited to welcome you to the 2022-2023 school year. We are looking forward to working collaboratively with you to ensure that both our 7th Grade Scholars and 8th Grade Leaders are appropriately welcomed and feel connected as part of our MLKTA family. Our highly qualified team of teachers and support staff are committed to providing our students with exceptional opportunities/experiences both inside and outside the classroom to ensure that all of our students receive an enriching and rewarding experience here at MLKTA. Not to mention, we all take pride in ensuring that we serve as a support and resource to our stellar families.

Student Attendance is extremely important and will be one of our primary areas of focus this upcoming 23-24 school year. Students' attendance of course are vital in giving them the best prospect to yield academic achievement but also supports both our school and district fiscally which allows our students to have more access to resources, programs and other supports that support them in their educational process. Our instructional staff starts instructional and learning activities immediately, so please make every effort to ensure that your child arrives to school on time with their Chromebooks charged, daily, with the mindset of being prepared to learn.

Also, to stay abreast of all activities and events that is taking place at MLKTA please be sure to have an updated cell phone number and email address in order receive information via our ParentSquare messaging system. You could also visit our school website at <http://mlkta.twinriversusd.org> or follow our social media platforms. I welcome and embrace any input, feedback or suggestions as we work in concert on behalf of our children. Some great ways to do this is serving on our School Site Council (SSC) and/or our English Learner Advisory Committee (ELAC). Information on these governing bodies will be available at Student Orientation as well. Parents could also be involved by attending our staple events such as Back to School Night, Open House, Progress Report Pick Up Night, Sports Banquet and Cultural Events.

Again, we are excited and looking forward to serving our students and families this upcoming school year. As always, if you have any questions or in need of additional information or support, please contact our Main Office at 916-566-3490.

In Solidarity,

Leslie Addiego

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

Mission Statement

MLKTA is a learning institution and community resource that functions collaboratively to nurture students' abilities to activate their fullest potential in preparing them for high school academically, socially and emotionally, maximizing their opportunities to become college and/or career ready.

School Vision

All 8th Grade students will leave MLKTA with a High School Success Plan and/or complete at least one high school level course in earning credits towards their high school graduation.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	250
Grade 8	219
Total Enrollment	469

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.6%
Asian	19.6%
Black or African American	17.9%
Filipino	1.1%
Hispanic or Latino	44.3%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	6.4%
White	7.7%
English Learners	35.4%
Foster Youth	0.9%
Homeless	9%
Migrant	0.2%
Socioeconomically Disadvantaged	96.8%
Students with Disabilities	19.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	82.31	1191.70	82.68	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	7.46	16.00	1.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	6.63	54.70	3.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.95	103.50	7.18	12115.80	4.41
Unknown	0.40	1.66	75.30	5.22	18854.30	6.86
Total Teaching Positions	24.10	100.00	1441.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.40	87.04	1155.60	80.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	17.10	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.50	36.80	2.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.17	94.00	6.51	11953.10	4.28
Unknown	1.00	4.25	140.50	9.73	15831.90	5.67
Total Teaching Positions	23.50	100.00	1444.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.60	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	0.40	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.1	9.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on October 17, 2023, 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 October 2023, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

Year and month in which the data were collected	October, 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: Houghton Mifflin Harcourt - CA Collections, 2017 English Language Development: Pearson - Ilit, 2017	Yes	0.0%
Mathematics	Grades 7-8: Swun Math - Student Journal Trimester 1,2,3, 2020 Integrated Math 1: College Preparatory Mathematics (CPM) - Core Connections - Integrated 1, 2014	Yes	0.0%
Science	Grades 7-8: Amplify Science - Integrated Edition, 2018	Yes	0.0%
History-Social Science	Grade 7: TCI - Medieval World and Beyond, 2019 Grade 8: TCI - United States Through Industrialism, 2017	Yes	0.0%
Foreign Language	Spanish 1: Pearson/Prentice Hall - Realidades 1, 2008 Spanish 1 NS: Glencoe - El Espanol Para Nosotros 1, 2006 Hmong 1 NS: Hmong Books Center - Discovering the Hmong Language, 2014	Yes	0.0%

School Facility Conditions and Planned Improvements

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..

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.

Year and month of the most recent FIT report

4/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		L 1/ L 2: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON WINDOW FRAMES IN RESTROOM RM 11: 4. HOLE IN CEILING TILES 11. PAINT CHIPPING ON DOOR FRAME RM 22: 4. WATER STAIN CEILING TILES RM 23: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

			<p>RM 24: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY</p> <p>RM 30: 4. FORMICA DAMAGED ON COUNTERS 14. TRIP HAZARD ON WALKWAY 15. WEATHER STRIPPING BENT ON DOOR</p> <p>RM 46: 4. FORMICA DAMAGED ON COUNTERS</p> <p>RM 59: 4. CEILING TILES ARE LOOSE</p> <p>RM 60: 4. CEILING TILE ARE MISSING 7. 3 LIGHT PANELS ARE OUT</p> <p>RM 62 A: 4. WATER STAIN CEILING TILES/ FLOOR TILE MISSING AT ENTRY 11. PAINT CHIPPING ON EAVES 12. DRY ROT ON EAVES</p> <p>RM 70: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING</p> <p>RM 80: 4. WATER STAIN CEILING TILES</p> <p>RM 81: 4. WATER STAIN CEILING TILES</p> <p>RM 82/ STORAGE: 4. WATER STAIN CEILING TILES</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>RM 60: 4. CEILING TILE ARE MISSING 7. 3 LIGHT PANELS ARE OUT</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>L 1/ L 2: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON WINDOW FRAMES IN RESTROOM</p> <p>RM 10: 11. PAINT CHIPPING ON DOOR FRAME 14. HOLE IN ASPHALT ON WALKWAY/ TRIP HAZARD</p> <p>RM 11: 4. HOLE IN CEILING TILES 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 12: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 25: 11. PAINT CHIPPING ON DOOR FRAME 15. WEATHER STRIPPING BENT ON DOOR</p> <p>RM 26: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 27: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 28: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 31 A: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 31: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 32: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 33: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 34: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 35: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 36: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 37: 11. PAINT CHIPPING ON DOOR FRAME</p> <p>RM 62 A: 4. WATER STAIN CEILING TILES/ FLOOR TILE MISSING AT ENTRY 11. PAINT CHIPPING ON EAVES 12. DRY ROT ON EAVES</p> <p>RM 62 B: 11. PAINT CHIPPING ON DOOR FRAME</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>RM 62 A: 4. WATER STAIN CEILING TILES/ FLOOR TILE MISSING AT ENTRY 11. PAINT CHIPPING ON EAVES 12. DRY ROT ON EAVES</p> <p>RM 63: 12. DRY ROT ON BEAMS 14. TRIP HAZARD ON ASPHALT WALKWAY/ WATER POOLING AT SIDE DOOR</p>

School Facility Conditions and Planned Improvements

<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>GIRLS GYMNASIUM: 14. HOLE IS ASPHALT/ TRIP HAZARD KITCHEN: 14. HOLE IN CEMENT AT FOOD LINES/ TRIP HAZARD RM 10: 11. PAINT CHIPPING ON DOOR FRAME 14. HOLE IN ASPHALT ON WALKWAY/ TRIP HAZARD RM 13: 14. TRIP HAZARD/ HOLE IN ASPHALT/ CEMENT SEAM ON WALKWAY/ ASPHALT IS DETERIORATING THROUGHOUT RM 24: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY RM 25: 11. PAINT CHIPPING ON DOOR FRAME 15. WEATHER STRIPPING BENT ON DOOR RM 30: 4. FORMICA DAMAGED ON COUNTERS 14. TRIP HAZARD ON WALKWAY 15. WEATHER STRIPPING BENT ON DOOR RM 41/ LIBRARY RES.: 14. TRIP HAZARD ON WALKWAY RM 63: 12. DRY ROT ON BEAMS 14. TRIP HAZARD ON ASPHALT WALKWAY/ WATER POOLING AT SIDE DOOR</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	14	11	32	31	47	46
Mathematics (grades 3-8 and 11)	5	4	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	424	89.45	10.55	10.85
Female	234	211	90.17	9.83	15.17
Male	239	212	88.70	11.30	6.13
American Indian or Alaska Native	0	0	0	0	0
Asian	97	72	74.23	25.77	12.50
Black or African American	87	83	95.40	4.60	7.23
Filipino	--	--	--	--	--
Hispanic or Latino	215	201	93.49	6.51	11.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	9.38
White	29	25	86.21	13.79	8.00
English Learners	162	134	82.72	17.28	2.24
Foster Youth	0	0	0	0	0
Homeless	18	17	94.44	5.56	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	388	343	88.40	11.60	10.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	95	90	94.74	5.26	2.22

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	449	94.73	5.27	4.23
Female	234	223	95.30	4.70	4.04
Male	239	225	94.14	5.86	4.44
American Indian or Alaska Native	0	0	0	0	0
Asian	97	93	95.88	4.12	6.45
Black or African American	87	83	95.40	4.60	6.02
Filipino	--	--	--	--	--
Hispanic or Latino	215	204	94.88	5.12	2.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	3.13
White	29	26	89.66	10.34	3.85
English Learners	162	158	97.53	2.47	0.63
Foster Youth	0	0	0	0	0
Homeless	18	17	94.44	5.56	5.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	388	368	94.85	5.15	4.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	95	90	94.74	5.26	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.88	5.02	14.24	14.86	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	220	92.83	7.17	5.02
Female	120	112	93.33	6.67	6.31
Male	116	107	92.24	7.76	3.74
American Indian or Alaska Native	0	0	0	0	0
Asian	50	47	94.00	6.00	2.13
Black or African American	41	37	90.24	9.76	8.11
Filipino	--	--	--	--	--
Hispanic or Latino	111	104	93.69	6.31	4.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	0.00
White	14	13	92.86	7.14	7.69
English Learners	82	78	95.12	4.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	175	91.62	8.38	4.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	31	91.18	8.82	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	0	0	0	0	0
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are strongly encouraged to be actively involved with their child's academic and extracurricular programs. MLKTA parents are empowered as vital stakeholders to our overall school culture and are encouraged to volunteer and participate here at MLKTA.

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

- School Site Council
- ELAC
- Academic Awards Recognition
- Parent Institute for Quality Education (PIQE)
- Student Athletics and Performances
- Back to School Night
- Open House
- Parent Conferences

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	549	255	46.4
Female	296	280	145	51.8
Male	279	267	109	40.8
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	0	0	0	0.0
Asian	115	109	37	33.9
Black or African American	108	101	65	64.4
Filipino	5	5	0	0.0
Hispanic or Latino	252	242	107	44.2
Native Hawaiian or Pacific Islander	8	8	6	75.0
Two or More Races	32	31	16	51.6
White	47	43	23	53.5
English Learners	210	200	66	33.0
Foster Youth	9	8	6	75.0
Homeless	91	88	45	51.1
Socioeconomically Disadvantaged	555	529	247	46.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	111	106	50	47.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.21	8.85	13.00	0.06	5.30	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	1.21	0.00	0.01	0.18	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13	1.21
Female	11.82	1.01
Male	14.34	1.43
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.87	0.87
Black or African American	25	1.85
Filipino	0	0
Hispanic or Latino	10.71	1.19
Native Hawaiian or Pacific Islander	0	0
Two or More Races	34.38	0
White	12.77	2.13
English Learners	4.29	0.48
Foster Youth	0	0
Homeless	16.48	3.3
Socioeconomically Disadvantaged	12.97	1.08
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.92	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. Sections of the plan was reviewed with school staff in August 2022 and will be revisited in January.

Elements of the Safety Plan focuses on district mandated relative to safety which includes but not limited to the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

MLKTA is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Below outlines MLKTA's Safety Plan Mission Statement as well as goals.

MISSION STATEMENT:

We will provide a safe space for our students socially, emotionally and mentally and ensure that we are prepared in the event of an emergency.

2023-24 School Safety Plan

Goal 1: Safety Drills are practiced throughout the year.

Action Plan 1:

- Drills are scheduled and planned.
- Evacuation maps are clearly posted in classrooms and evacuation folders are maintained for teacher use.

Goal 2: Train staff on safety systems.

Action Plan 2:

- During Professional Development days prior to school, admin team/office manager presents safety protocols with staff including information on Catapult, Kelvin, Ruler, Gaggle, PBIS
- Staff reviews all protocols and information is shared via Google Drive.
- All staff are trained on the use Catapult

Goal 3: Provide clear expectations and procedures in all classrooms and common areas

Action Plan 3:

- Positive Behavioral Intervention Systems (PBIS) Team develops a series of lessons to explicitly teach school-wide behavior expectations for teachers to deliver during the first 5 days of school and again after winter break.

Action Plan 4:

- Reward positive behavior through the 5-Star system, provide rewards that students can achieve by “spending” 5-Star points

Action Plan 5:

- Develop Tier 2 and Tier 3 interventions that include social-emotional supports for students who are demonstrating unsafe behaviors, volatile cases will immediately go to our site's Mental Health Clinician.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	50		
Mathematics	12	36		
Science	13	34		
Social Science	13	34		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	15	10	
Mathematics	20	11	9	
Science	26	2	12	
Social Science	24	4	12	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	5	8
Mathematics	26	6	6	7
Science	30	1	7	6
Social Science	25	7	8	4

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	469

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,051	\$4,224	\$9,826	\$67,635
District	N/A	N/A	\$8,304	\$82,951
Percent Difference - School Site and District	N/A	N/A	16.8	-17.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	39.4	-23.2

Fiscal Year 2022-23 Types of Services Funded

Based on 2021-22 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- After School Education & Safety- Ag Incentive Grant- CA Partnership Academies- Carl Perkins- Career Tech Ed Incentive Grant- Early Literacy Support Block Grant- Education for Homeless Children and Youth- Educator Effectiveness Funds- Elementary and Secondary School Emergency Relief- Expanded Learning Opportunity Grant- Expanded Learning Opportunity Programs- Head Start- Learning Communities for School Success Program- Medi-Cal- Special Education- State Lottery- Strong Workforce Program- Supplemental/Concentration- Title I- Title II- Title III- Title III- Title IV- Title VI- TUPE

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,753	\$55,550
Mid-Range Teacher Salary	\$76,025	\$80,703
Highest Teacher Salary	\$104,786	\$109,418
Average Principal Salary (Elementary)	\$123,838	\$137,703
Average Principal Salary (Middle)	\$130,502	\$143,760
Average Principal Salary (High)	\$138,134	\$159,021
Superintendent Salary	\$329,494	\$319,443
Percent of Budget for Teacher Salaries	23.93%	30.35%
Percent of Budget for Administrative Salaries	4.59%	4.87%

Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through their participation in conferences and after school workshops throughout the year. In the 2022-2023 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, early literacy instruction, literacy in all content areas, math, English Language Arts Lesson Design and leadership development, as well as other numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2022-23 school year, the district also supported over 165 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program and local University Intern programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5