



Twin Rivers Unified School District Morey Avenue Early Childhood Development

155 Morey Avenue, Sacramento, CA 95838 ♦ (916) 643-8680
2007-08 School Accountability Report Card

Lois Graham
Principal



3200 Howard St.
Bldg #354,
McGlellan, CA
95652
(916) 566-1600

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Principal's Message

The Morey Avenue ECDC offers a high quality program for children three and a half to six years old. Our standards are rigorous and focus specifically on meeting the individual needs of children through appropriate developmental practices.

Instruction is guided by a model of learning which is a developmentally based approach to early education. Children actively learn from observing and participating with other children and adults. From this interaction, children form their opinions, try them out, observe what happens, reflect on their findings, ask questions, and formulate answers. Parent involvement is a key factor in active learning.

Literacy is the curriculum focus. The State of California's approved Houghton-Mifflin Reading curriculum provides the foundation for literacy instruction and encompasses the elements of a balanced literacy program. The core activities of the curriculum reflect the current research on how children learn to read and write and how English language learners best acquire these skills in a new language.

Mission Statement

"To provide a culturally sensitive educational environment that enables children, families, and staff to grow to be strong, productive people in the community."

District & School Profile

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. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Morey Avenue ECDC had a beginning enrollment of 79 students in kindergarten for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	25.3%
American Indian	0.0%
Asian	24.1%
Caucasian	6.3%
Filipino	1.3%
Hispanic or Latino	35.4%
Pacific Islander	2.5%
Multiple or No Response	5.1%

Discipline & Climate for Learning

Morey Avenue ECDC believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Morey Avenue ECDC are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Morey Avenue ECDC's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies throughout the school year by way of the student/parent handbook, as well as in quarterly school newsletters.

Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted. The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment).

	Suspensions & Expulsions		
	School		
	05-06	06-07	07-08
Suspensions	0	0	0
Suspension Rate	0.0%	0.0%	0.0%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Students are rewarded daily and at award ceremonies each trimester to recognize students who have exhibited positive behavior and academic achievement.

Students are rewarded for perfect attendance as well as for Literacy Homework. Individual classroom teachers provide students with incentives and awards as well, focusing on positive reinforcement at all times.

Extracurricular Activities

Morey Avenue ECDC recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Morey ECDC included an after school, extended day program.

Each year, students and their families are given the opportunity to explore other cultures, as Morey Avenue ECDC hosts a Multi-Cultural day. Students are encouraged to help build "villages," and both parents and children have the chance to gain a deeper cultural appreciation.

Homework

At Morey Avenue ECDC, homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. Intervention/tutoring programs are offered after school for students who demonstrate a need for additional assistance.

School Enrollment & Attendance

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 Morey Avenue ECDC. Student attendance is carefully monitored and parents are informed of the importance of attendance in the educational process.

Attendance, tardy, and truancy policies are clearly stated and consistently enforced. 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 Del Paso Heights Elementary School District's 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 for the past three school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	100	86	79

Class Size

Morey Avenue ECDC maintained a schoolwide average class size of 15.8 students and a pupil-to-teacher ratio of 15.8 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08			
K	20	17	16	5	5	5	-	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes.

Morey Avenue ECDC began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of kindergarten classrooms that participated in CSR for the past three school years.

CSR Participation

	2005-06	2006-07	2007-08
K	100%	100%	100%

Curriculum Development

Morey Avenue ECDC provides a balanced, comprehensive, and standards-aligned core curriculum to all students. Using standards aligned curriculum-embedded assessments, teachers plan and implement instruction and make informed modifications to continually improve their craft and advance student learning based on students' needs. Teacher collaboration is part of the school's commitment to academic excellence. Communication between teachers and the community starts at the pre-school level and continues through the articulation of sixth graders into the middle school.

The teaching staff of Morey Avenue ECDC meet annually and evaluate both parent and teacher surveys. Grade level teams meet monthly, and academic conferences are held each fall. Twice yearly, test scores are analyzed, instructional materials are evaluated and instructional techniques are shared.

Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Studies	Pearson/Prentice Hall	2006	Yes	0.0%
K-6	Mathematics	McGraw-Hill	2001	Yes	0.0%
K-6	Reading Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-6	Science	McGraw-Hill	2007	Yes	0.0%

Computer Resources

All classrooms have at least two computers that are connected to the Internet.

Computer Resources

	05-06	06-07	07-08
Computers	45	18	21
Students per computer	2.2	4.8	3.8
Classrooms connected to Internet	18	5	5

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.

Counseling & Support Staff

In addition to academics, the staff at Morey Avenue ECDC strives to assist students in their social and personal development.

Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need.

The table lists the support service personnel available at Morey Avenue ECDC.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Instructional Assistant	11	11.0
Bilingual Teacher	8	8.0
Counselor	1	1.0
Health Aide	1	1.0
Literacy Coach	1	1.0
Psychologist	1	0.2
Reading Coach	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	1.0

Morey Avenue ECDC teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD). All ELL students also receive 30 minutes of English Language Development instruction each day.

The school employs a full-time SDC teacher for students identified with special needs to receive supported instruction through an Individualized Education Plan (IEP).

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Morey Avenue ECDC had 4 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	Teacher Credential Status		
	School		
	05-06	06-07	07-08
Fully Credentialed	7	4	4
Without Full Credentials	0	1	1
Working Outside Subject	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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	0	0	0

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Morey Avenue Early Childhood Development Center. The following assessments are utilized: National Reporting System, ZAG results, Reading First, Houghton Mifflin Embedded Assessments, and the Preschool Literacy Assessment Tool.

Highly Qualified Teachers

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" no later than the end of the 2006-07 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate demonstrated competence in core academic subjects. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

NCLB Compliant Teachers	
% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%
	0.0%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to 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 the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator. Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Morey Avenue ECDC is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past two years, leadership duties were assumed by Principal Lois Graham. Principal Graham has 40 years of experience in education with positions as a teacher, principal, and assistant superintendent. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Opportunity for leadership include:

- School Site Council
- Leadership Team
- Policy Council
- Education Component

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Contact Information

Parents who wish to participate in Morey Avenue ECDC's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (916) 643-8680.

School Facilities & Safety

Morey Avenue ECDC was originally constructed in 1967. The campus is currently comprised of 15 classrooms, three playgrounds, one Special Education room, one counseling room, and one staff lounge. Recent renovations include the addition of outdoor shade structures and kitchen renovation.

The safety of students and staff is a primary concern of Morey Avenue ECDC. The School Site Safety plan is evaluated and revised annually each fall by administrators, and members of the School Site Council; the revisions are then shared with the entire staff. Key elements to the safety plan include evacuation plans and drills, shelter-in-place and dismissal procedures, as well as lockdown and evacuation procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All rooms with student access have posted a laminated blue card outlining school safety procedures for fire, evacuation, and "stay put" procedures.

Morey Avenue ECDC employs noon duty supervisors who, along with teachers and the Principal, supervise students before school and during regularly scheduled breaks. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

The table shows the results of the most recent school facilities inspection (as of January 2009). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 01/28/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Room #5 - Sink makes loud noises when turned off. Room #6 - Vents are noisy when air comes on.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Room #8 - Lock on window broken.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage		X		Room #7 - Replace handle on RR door. Shed #4 - Dry rot. Shed #5 - Dry rot.
Fire Safety	X			
Electrical (Interior and Exterior)	X			Room #1 - Sensor for lights takes a while to come on. Room #3 - Outlet on east wall turns all the way around.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms		X		Room #2 RR - Toilet leaks and head on faucet turns all the way around. Room #3 RR - Toilet leaks. Room #8 RR - Toilet runs all the time.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process and Schedule

Currently all schools are on a daily 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. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

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 and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms were 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 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

Parent Involvement

Morey Avenue ECDC staff members recognize the importance of active parent participation in its programs and efforts. Parents are encouraged to visit classrooms, volunteer for school committees and participate in parent/teacher conferences, and the School Site Council. Workshops are offered to parents and students through Headstart: Family Plan to raise awareness of the link between education, nutrition, and mental health. Parents are also encouraged to participate in family night, which is held in February.

Morey Avenue ECDC receives support from several businesses within the community, including the Sacramento Kings, Wells Fargo, Jelly Belly, Mary Watt's, Mutual Assistance Network, First Five, Dr. Isbill, Dental Society, Sacramento Hearing Agency, and Sacramento Employment Training Agency.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

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Average Teacher Salaries	
School	
School	\$45,517
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	28.27%

Teacher & Administrative Salaries

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Expenditures & Services Funded

Based on 2006-07 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. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,199
From Restricted Sources	\$2,725
From Unrestricted Sources	\$4,474
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	15.58%

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, Title I, School and Library Improvement Block Grant, EIA-LEP, Gifted and Talented Education, EIA-SCE, High Priority School Grant, SIP, After-School Intervention, Head Start, School Counselor Program, State Lottery, English Language Resource Program, Parent Outreach Workers, Discretionary Block Grant, Parent Involvement, PE Block Grant, Neil Soto Grant, Charter School Fund, State Compensatory Education, Comprehensive Student Support, Quality Education Investment Act, ELAP, Title IV, Medi-Cal, Reading First, and Healthy Start.