



Twin Rivers Unified School District Morey Avenue Early Childhood Development

155 Morey Avenue, Sacramento, CA 95838 ♦ (916) 643-8680
2008-09 School Accountability Report Card

Lois Graham
Principal



5115 Dudley Blvd.
Blg A,
McGlellan, CA
95651
(916) 666-1600

Board of Trustees

Janis Green

Michelle Rivas

Alecia Eugene Chasten

Bob Bastian

Cortez Quinn

Roger Westrup

Linda Fowler

Frank Porter
Superintendent

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. Started 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 87 students in kindergarten for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	26.4%
American Indian	0.0%
Asian	20.7%
Caucasian	2.3%
Filipino	0.0%
Hispanic or Latino	37.9%
Pacific Islander	1.1%
Multiple or No Response	11.5%

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). *Since the district opened in the 2008-09 school year there is no district data reported for two of 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.*

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	0	0	10898
Suspension Rate	0.0%	0.0%	0.0%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

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.

- Monthly Kindergarten Assemblies-Character Counts
- Monthly Parent Meetings
- Parent Orientations

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 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			
	2006-07	2007-08	2008-09
K	86	79	87

Class Size

Average class sizes vary by grade level and subject area taught. 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					
	07	08	09	07	08	09	07	08	09	07	08	09
K	17	16	20	5	5	4	-	-	-	-	-	-

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			
	2006-07	2007-08	2008-09
K	100%	100%	100%

Instructional Materials

Twin Rivers Unified School District held a public hearing in October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

All teachers have the opportunity to review the materials. 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-6	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
K-6	Reading Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-6	Science	MacMillan/McGraw Hill	2007	Yes	0.0%

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.

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.

Parent Involvement

Morey Avenue Early Childhood Development Center 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 Early Childhood Development Center 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. Isabell, Dental Society, Sacramento Hearing Agency, and Sacramento Employment Training Agency.

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
Health Assistant	1	1.0
Music Teacher	1	1.0
Psychologist	1	0.5
Social Worker	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 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 an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Demonstrates Effective Instructional Techniques and Strategies, Establishes and Maintains Suitable Learning Environment, Adherence to District Curricular Objectives, Demonstrates Effective Instructional Techniques and Strategies, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

Teachers and other certificated staff members build teaching skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2008-2009 school year, the Twin Rivers District offered 3 non-student professional development days for elementary teachers and 5 non-student days for secondary teachers. The professional development sessions focused on a broad range of topics including California state core subjects, research-based differentiated teaching strategies, technology and increasing student achievement.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Morey Avenue ECDC had 5 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	4	4	5	1489
Without Full Credentials	1	1	0	36
Working Outside Subject	0	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		
	07-08	08-09	09-10
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

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 California teaching credential, and demonstrated competence in core academic subjects.

	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%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2008-09 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.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *Since the district opened in the 2008-09 school year there is no district data reported for two of 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.*

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2006-2007	-
Year in PI (2009-10)	Year 4	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

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 was reviewed with staff in August 2009. 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.

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 custodians 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 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

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

School Facility Conditions				
Date of Last Inspection: 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	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Room #5 - Sink makes loud noises when turned off. Room #6 - Vents are noisy when air comes on.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Room #1 - Sensor for lights takes a while to come on. Room #3 - Outlet on east wall turns all the way around.
Restrooms/Fountains		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.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Room #7 - Replace handle on RR door. Shed #4 - Dry rot. Shed #5 - Dry rot.
External (Grounds, Windows, Doors, Gates, Fences)	X			Room #8 - Lock on window broken.

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 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 2007-08 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for two of 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.*

Average Teacher Salaries	
School & District	
School	\$50,767
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of 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 & Services Funded

Based on 2007-08 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 two of 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	\$10,104
From Restricted Sources	\$4,756
From Unrestricted Sources	\$5,347
District	
From Unrestricted Sources	\$4,481
Percentage of Variation between School & District	19.33%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	2.99%

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
 - PE Block Grant**
 - School and Library Improvement Block Grant**
 - EIA-LEP
 - Gifted and Talented Education
 - EIA-SCE
 - Comprehensive Student Support
 - Healthy Start
 - Quality Education Investment Act
 - Medi-Cal
 - After School Education & Safety
 - Head Start
 - School Counselor Program
 - State Lottery
 - English Language Acquisition Program
 - Title IV
 - Parent Involvement
 - Title I
 - Charter School Fund
 - Title III
 - Reading First
 - State Compensatory Education
 - Pupil Retention Block Grant
- **Effective 08/09

