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**Twin Rivers Unified School District**  
**Morey Avenue**

**Early Childhood Development**

**CDS Code: 34-76505-6032965**

**155 Morey Avenue, Sacramento, CA 95838 ♦ (916) 566-3485**

**2013-14 School Accountability Report Card**

**Principal's Message**

Welcome! Our Head Start/State Preschool and District Transitional Kindergarten and Traditional Kindergarten provide a safe, caring, nurturing and educational place for your child. We have wonderful staff who are professionally trained and dedicated to the education, health and well-being of your child and your family. We believe through the partnership of parents, families, teachers, and other child development staff, that we can achieve great things. The staff is committed to providing children with the best experiences possible through a developmentally approach to learning. This means that our program is age and individually appropriate based on the social emotional, physical, and academic needs of each child. We look forward to working with you and your child this year. We encourage you to continue to support your child by volunteering and visiting our program.

As you may know, we are a part of the Twin Rivers Unified School District (TRUSD). Your input at the District Board meetings, English Language Advisory Committee (ELAC) meetings, and District English Language Advisory Committee (DELAC) meetings are vital to our program. Please visit the TRUSD website at ([www.twinriversusd.org](http://www.twinriversusd.org)) for more information and updates on District programs and policies. Please also visit our school website ([www.twinriversusd.org/school/morey\\_ave](http://www.twinriversusd.org/school/morey_ave)) for information about upcoming events and activities.

I look forward to meeting you and building a positive relationship that will ensure our community continues to build upon its melting pot of diversity that will transcend all of us in being lifelong, positive contributing members of society.

Thank you.

Dr. Tabitha Eaden Thompson  
Principal/Head Start Director  
Morey Avenue School, Oakdale and Rio Linda Preschool Program

**SARC Information**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**Mission Statement**

**School 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.

**Twin Rivers Mission Statement**

To inspire each student to extraordinary achievement every day.

**Twin Rivers Vision**

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

## District & School Profile (School Year 2014-15)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

The Morey Avenue Early Childhood Development Center is one of the most innovative and progressive schools in the Twin Rivers School District. We offer quality education for children three and a half to six years old. Our school provides both Head Start and State preschool programs as well as transitional Kindergarten (TK) and kindergarten for students.

Morey Avenue Early Childhood Development Center had a beginning enrollment of 59 students in kindergarten for the 2013-14 school year.

## Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	39.0%
American Indian	-
Asian	23.7%
Filipino	-
Hispanic or Latino	23.7%
Pacific Islander	1.7%
White	10.2%
Two or More	1.7%
None Reported	-
English Learners	35.6%
Socioeconomically Disadvantaged	98.3%
Students with Disabilities	10.2%

## School Enrollment & Attendance (School Year 2013-14)

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 Early Childhood Development Center. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

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

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	100	99	59

## A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	4	0	3	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	0	0	0	53

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
Pre K & K	English/ Language Arts	MacMillan/ McGraw Hill	2012	Yes	0.0%
K	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
0K	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
K	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
K	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%

## School Facilities & Safety (School Year 2014-15)

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 at Morey Avenue ECDC. Our school has a Safety Plan which is updated annually and reviewed with staff. Each month, all staff and students practice a fire drill and evacuation procedures to ensure everyone is informed about the process in case of an emergency. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each year, all staff are trained on medication procedures, Child Abuse Reporting laws and Blood Borne Pathogens procedures. The binders are located in the front office and Room 9 for parents to review if requested.

Morey Avenue ECDC employs noon duty supervisors who along with teachers and the principal, supervise students before school and during their 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. 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: 03/13/2014				
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			P Rm. 10/Preschool - Dirty vents.
Interior	X			Rm. 1A/Kinder - Water stained ceiling tiles; Rm. 4/Preschool - Water stained ceiling tiles; Restroom - Water stained ceiling tiles;
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Boys Restroom - Toilet runs continually.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			P Rm. 9/Preschool - Dry rot on ramp; P Rm. 8/Preschool - Dry rot on ramp.
External (Grounds, Windows, Doors, Gates, Fences)	X			

### 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. One full-time and one half-time custodian ensures 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 the restrooms are in complete working order.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

## B. Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014

#### California Assessment of Student Performance and Progress

Subgroups	
Subject	Science
District	*
School	*
Males	*
Females	*
African American/ Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	*
Pacific Islander	*
White	*
Socioeconomically Disadvantaged	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

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

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	*	*	*	40	42	40	54	56	55
Mathematics	*	*	*	41	41	40	49	50	50
History/Social Science	*	*	*	29	31	31	48	49	49

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

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

## Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

## Parent Involvement (School Year 2014-15)

### PARENT INVOLVEMENT POLICY & PLAN

We believe effective parent involvement makes a positive difference in the educational success of children. With the increase of parental involvement, our goals of furthered success in academic areas will also be increased. Parents are anyone involved in the care of the child, including grandparents, aunts, uncles, siblings, family friends and guardians. Parents will be surveyed yearly to ascertain their interests and needs to help their children be more successful at school and at home. Our Parent Involvement plan will implemented over the next 3 years (2014-2017). It consists of:

- Communication
- Participation
- Education/Training

### Communication:

Our priority is to communicate with parents to ensure they are informed about school events, student's progress and ways that they can assist with their child's educational journey.

- All parents and students are given a school handbook at the beginning of the year.
- An annual Title I meeting will be held to inform parents of the Title I services available to their children.
- Monthly calendars of school information and events will be sent home.
- Administration and/or office staff will communicate with parents via newsletters and/or automated telephone calls as needed.
- Teachers will send home monthly newsletters written by teachers and/or students.
- All teachers include positive calls home as part of their communication plan.
- As feasible, translation services will be provided for non-English speaking families.

### Participation:

- Monthly student award assemblies will be held and parents will be invited to attend.
- Parents will be welcomed at cultural assemblies and schoolwide events held throughout the school year.

### Education/Training:

- Parents will be invited to participate in trainings/workshops held at the school focusing on various subjects (i.e. Common Core Standards, homework, literacy, mental health, etc.).

## 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) 566-3485.

## State Priority: School Climate

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

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

## Discipline & Climate for Learning

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.

Our school created a Behavior Management Plan which is discussed and given to all parents during our parent orientations before school starts. The plan outlines the expectations for all students as well as consequences for making negative decisions. Students are reminded daily that the school environment must be positive and nurturing to ensure all students are given the best opportunity to succeed. Parents are advised that they can observe classrooms at anytime and constant communication with the teaching staff if desired so that the students' needs are met at all times.

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			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	0	0	0	5588	5607	5513
Suspension Rate	0.0%	0.0%	0.0%	17.7%	17.8%	17.7%
Expulsions	0	0	0	18	12	20
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%  
 2012-13: 5.1%  
 2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

## Class Size

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
12	13	14	12	13	14	12	13	14	12	13	14	
By Grade Level												
K	25	25	15	-	-	4	4	4	-	-	-	-

## Counseling & Support Staff (School Year 2013-14)

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.

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).

Our school has a full-time Social Worker who services the mental health and behavioral needs of all students. The Social Worker completes classroom observations and assists teaching staff with strategies to ensure appropriate behavior is always demonstrated in the classrooms. The school also has a Nutrition Coordinator who assists with special diets and provides monthly nutrition activities for the classrooms as well as nutrition education for parents. The two Community Liaisons provide services/resources for parents as well as monthly parent trainings/meetings related to relevant topics such as budgeting, discipline approaches, safety strategies and transition practices. The school has a full-time Health Assistant on campus to assist with ensuring all students have a current physical and dental exam as well as provide parents information related to healthy practices, medication safety, etc.

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

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Health Assistant	1	1.0
Library Technician	1	0.375
Music Teacher	1	1.0
Nurse	1	0.2
Psychologist	1	0.33
Social Worker	1	1.0
Student Learning Coach	1	0.2

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

## School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$61,637
District	\$68,898
Percentage of Variation	-10.5%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-12.8%

## Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

## Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,580
From Supplemental/Restricted Sources	\$985
From Basic/Unrestricted Sources	\$5,595
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	19.1%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	19.3%

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
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies

- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## 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.

## Student Recognition

Every month, parent and staff with students participate in an awards Assembly to celebrate students who have accomplished and demonstrated great characteristics. Students are celebrated for Perfect Attendance, improved academic skills, displaying great social skills and following school rules. Students are given certificates and their pictures are taken for our Awards Board in front of the school.

## 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 include 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. Students who attend the afterschool program are provided assistance with their homework on a daily basis.