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Twin Rivers Unified School District

F.C. Joyce Elementary School

6050 Watt Ave., North Highlands, CA 95660 ♦ (916) 566-1880
2008-09 School Accountability Report Card

School Mission Statement

The mission at our school is to facilitate quality learning for all students through high academic, technological, and social standards to prepare them for life-long success. We are committed to offering students a safe and secure environment that has the students' academic growth as our focal point.

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.

F. C. Joyce Elementary School had a beginning enrollment of 370 students in grades kindergarten through six for the 2008-09 school year. Student demographics are illustrated in the chart.

| Student Enrollment by Ethnic Group | |
|-------------------------------------------|-------------------|
| 2008-09 | |
| | <u>Percentage</u> |
| African American | 17.6% |
| American Indian | 2.7% |
| Asian | 3.0% |
| Caucasian | 34.9% |
| Filipino | 1.1% |
| Hispanic or Latino | 27.6% |
| Pacific Islander | 0.5% |
| Multiple or No Response | 12.7% |

Discipline & Climate for Learning

Students at F.C. Joyce Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Teachers have rules posted and practice routines for students in order to provide structure and reinforcement for all students. Each month the rules and procedures are reviewed and practiced school wide. We have a BEST (Building Effective Schools Together) Committee that focuses on student behavior and meets monthly to review school procedures and improve school safety.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspension and expulsion rates reflect incidents 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 | 82 | 63 | 85 | 0 | 0 | 10898 |
| Suspension Rate | 18.9% | 15.4% | 23.0% | 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

F. C. Joyce Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a schoolwide focus on achievement and citizenship. Students are recognized by the following:

- Fabulous Falcon Awards for Reading, Writing, Math, and Citizenship
- "Attend A Dance" for students with Perfect Attendance each calendar month.

Extracurricular Activities

F. C. Joyce Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at F. C. Joyce Elementary School include the following:

- Boys and Girls Club of Greater Sacramento
- Joyce Family Night
- Back To School Night



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 F.C. Joyce Elementary School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

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

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

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| K | 61 | 59 | 52 |
| 1st | 63 | 60 | 54 |
| 2nd | 62 | 60 | 55 |
| 3rd | 62 | 54 | 46 |
| 4th | 64 | 65 | 49 |
| 5th | 61 | 59 | 64 |
| 6th | 60 | 53 | 50 |

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: | | | | | | | | |
| | 07 | 08 | 09 | 1-20 Students | | 21-32 Students | | 33+ Students | | | | |
| K | 20 | 20 | 18 | 2 | 3 | 3 | 1 | - | - | - | - | - |
| 1 | 21 | 20 | 18 | - | 3 | 3 | 3 | - | - | - | - | - |
| 2 | 21 | 20 | 20 | 1 | 2 | 3 | 2 | 1 | - | - | - | - |
| 3 | 21 | 18 | 16 | 1 | 4 | 4 | 3 | - | - | - | - | - |
| 4 | 28 | 33 | 21 | - | - | 1 | 2 | 1 | 1 | - | 1 | - |
| 5 | 31 | 30 | 32 | - | - | - | 2 | 2 | 2 | - | - | - |
| 6 | 30 | 27 | 19 | - | - | 1 | 2 | 2 | 1 | - | - | - |

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. F. C. Joyce Elementary School began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

| | CSR Participation | | |
|---|-------------------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| K | 67% | 100% | 100% |
| 1 | 0% | 100% | 100% |
| 2 | 33% | 67% | 100% |
| 3 | 25% | 100% | 100% |

Curriculum Development

All curriculum development at F. C. Joyce Elementary School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.



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 | English/ Language Arts | Houghton Mifflin | 2004 | Yes | 0.0% |
| K-6 | History/Social Studies | Pearson Scott Foresman | 2007 | Yes | 0.0% |
| K-6 | Mathematics | Pearson Scott Foresman | 2009 | Yes | 0.0% |
| 6th | Science | Houghton Mifflin | 2007 | Yes | 0.0% |
| K-5 | Science | Pearson Scott Foresman | 2007 | Yes | 0.0% |

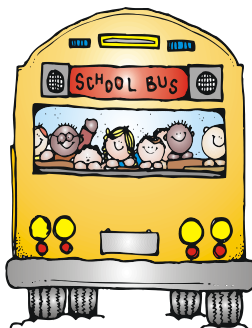
Additional Internet Access/Public Libraries

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 F. C. Joyce Elementary School 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 F. C. Joyce Elementary School.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Curriculum Support Teacher | 1 | 1.0 |
| Health Assistant | 1 | 0.49 |
| Intervention Teachers | 1 | 1.0 |
| Librarian/library media teacher | 1 | 0.5 |
| Library Clerk | 1 | 0.74 |
| Nurse | 1 | 0.2 |
| Psychologist | 1 | 0.33 |
| Resource Specialist | 2 | 2.0 |
| RSP Aide | 2 | 1.5 |
| Speech and Language Specialist | 1 | 0.5 |



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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. *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.* For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 32 | 39 | 43 | * | * | 38 | 43 | 46 | 50 |
| Mathematics | 35 | 53 | 57 | * | * | 35 | 40 | 43 | 46 |
| Science | 21 | 29 | 22 | * | * | 34 | 38 | 46 | 50 |
| History/Social Science | * | * | * | * | * | 25 | 33 | 36 | 41 |

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

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| African American | 32 | 46 | 9 | * |
| American Indian | * | * | * | * |
| Asian | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 46 | 57 | 16 | * |
| Pacific Islander | * | * | * | * |
| Caucasian | 46 | 59 | 32 | * |
| Males | 43 | 61 | 21 | * |
| Females | 44 | 53 | 23 | * |
| Socioeconomically Disadvantaged | 42 | 55 | 21 | * |
| English Learners | 46 | 60 | * | * |
| Students with Disabilities | 10 | 19 | * | * |
| Migrant Education | * | * | * | * |

*Scores are not disclosed when fewer than 10 students are tested in a grade level

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.

| API School Results | | | | |
|----------------------------------------|-------|-------|-------|-----------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 4 | 2 | 3 | |
| Similar Schools Rank | 7 | 3 | 7 | |
| All Students | | | | |
| Actual Growth | -27 | 53 | 9 | 743 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | -41 | 56 | 11 | 728 |
| African American | | | | |
| Actual Growth | - | | | |
| Hispanic or Latino | | | | |
| Actual Growth | -47 | 57 | 49 | 729 |
| Caucasian | | | | |
| Actual Growth | -11 | 57 | -19 | 770 |
| English Learners | | | | |
| Actual Growth | -43 | 26 | 43 | 749 |

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.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. *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.*

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | | | | |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | No | |

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 | Not in PI | Not in PI |
| First Year in PI | - | - |
| Year in PI (2009-10) | - | - |
| # of Schools Currently in PI | - | 25 |
| % of Schools Identified for PI | - | 40.98% |

Physical Fitness

In the spring of each year, F. C. Joyce Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. 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). During the 2008-09 school year, 10.2% of fifth grade students were in the HFZ.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, F.C Joyce Elementary School had 21 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 | 22 | 20 | 21 | 1489 |
| Without Full Credentials | 0 | 0 | 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% |

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.

School Leadership

Leadership at F. C. Joyce Elementary School 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. Leadership duties were assumed by Principal Kelli Hanson. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students needs and the school plan complies with district goals. Opportunities for leadership include:

- School Site Council
- English Learner Advisory Committee
- DAC/DELAC Representative

Parent Involvement

Opportunities for Parent Involvement

In 2009/2010, we will strive to increase opportunities for family involvement, as well as student achievement, student behavior, and student attendance. Joyce Staff and families will be provided with numerous opportunities in which to work together and include training or other support to parents and families:

- Back-to-School Night
- Open House
- Fabulous Falcon Assemblies
- Reading, Writing, Mathematics, Character, and Citizenship
- Certificate of Achievement
- Based on incentive with teachers for Theme and Chapter tests
- Principal's Award of Character
- Family Night
- Field Trips
- Parent Meetings in the Community (Serna Village)
- Learning Center, Classroom Events, and Special Activities

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Frederick Joyce Elementary at 566-1880.

School Facilities & Safety

The current facilities were built in 1956, and consist of 20 classrooms, one multipurpose room, one library, one administrative building, one computer lab, one staff room, and three playgrounds. F.C. Joyce Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff.

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.

Teachers supervise students on campus before and after school and during recess, and noon-duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school.

| School Facility Conditions | | | | |
|------------------------------------------------------------|----------------------------------|------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date of Last Inspection: 02/02/2009 | | | | |
| Overall Summary of School Facility Conditions: Fair | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | | | X | Room #6 - Carpet worn. Room #17 - Peeling paint. Room #19 - Drapes needs to be replaced. CI Rm #21 - Drapes are torn, carpet is badly stained. CI Rm #23 - Carpet worn. CI Rm #24 - Floor tile loose. Boys RR Lower - Paint is chipping. Girls RR Lower - Paint is chipping. Boys RR Upper - paint is chipping. Girls RR Upper - Paint is chipping. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | Room #19 - Light switch cover is broken. |
| Restrooms/Fountains | | | X | Boys RR Lower - Toilet seats loose. Girls RR Lower - Toilet seats loose. Boys RR Upper - Urinal is leaking. Girls RR Upper - Stall doors are loose. |
| Safety (Fire Safety, Hazardous Materials) | X | | | Room #6 - Fire Ex needs to be updated. |
| Structural (Structural Damage, Roofs) | | X | | Room #4 - Stained ceiling tiles. Tiles hanging down. Room #6 - Stained ceiling tiles. Room #10 - ceiling tiles hanging. Room #17 - stained ceiling tiles. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Visitors are asked by the school site staff to display their pass at all times. F.C. Joyce Elementary School's Safety Plan was revised and reviewed in November 2009 by the Site Safety Committee, which is comprised of the principal, head custodian, cafeteria manager and staff. Emergency drills are held on a regular basis; fire drills are held once a month; earthquake and lockdown drills are held twice a year.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A joint effort between students and staff helps keep the campus clean and litter-free. 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 and that emergency repairs are given the highest priority.

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.

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 | \$58,480 |
| 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.*

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

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

| Expenditures per Pupil | |
|---------------------------------------------------|---------|
| School | |
| Total Expenditures Per Pupil | \$6,760 |
| From Restricted Sources | \$2,052 |
| From Unrestricted Sources | \$4,707 |
| District | |
| From Unrestricted Sources | \$4,404 |
| Percentage of Variation between School & District | 6.89% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 14.60% |

**Effective 08/09

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.