



# Twin Rivers Unified School District F.C. Joyce Elementary School

CDS Code: 34-76505-6033500

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## 2013-14 School Accountability Report Card

**Robert Myers**  
Principal

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### Principal's Message

Welcome to F.C. Joyce! The staff here is committed to providing the best possible academic program and overall school experience for all students. We are in our second year of implementing our GEAR UP (Gaining Early Awareness and Readiness of Undergraduate Programs) grant, where we are working to establish a school-wide focus on college-readiness for our students. We strive to provide students with engaging lessons and positive social/emotional support. It is important to me that all students feel valued and a sense of belonging here at our school. Step into our yard or in our cafeteria and shout "F.C. Joyce!" and you will hear students respond with an enthusiastic, "That's My School!"

Our continued effort to improve in all that we do requires the participation, help, and support of all of our stakeholders; staff, students, parents, and community members alike. One of my most important goals is to keep our families informed about activities, news and happenings at our school. We inform our families through newsletters, phone calls and parent-teacher conferences throughout the year, in addition to our monthly Read-In Fridays and Coffee and Conversation with the Principal.

Parents are always welcome at F.C. Joyce. There are many ways for you to be involved in your children's education. Your presence and support on campus promotes a feeling of community and family that will only strengthen our efforts. As students see parents and teachers working together, they come to better understand the meaning of teamwork.

Robert Myers, Principal

### 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.

### 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 (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. F.C. Joyce School had a beginning enrollment of 474 students in grades kindergarten through eight for the 2013-14 school year.

### 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 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			
	2011-12	2012-13	2013-14
K	78	75	68
1st	65	63	55
2nd	74	64	52
3rd	54	64	58
4th	58	60	61
5th	63	49	57
6th	48	60	39
7th	54	53	48
8th	64	57	36

### 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	20.5%
American Indian	2.5%
Asian	3.2%
Filipino	2.1%
Hispanic or Latino	32.5%
Pacific Islander	1.1%
White	26.8%
Two or More	9.3%
None Reported	2.1%
English Learners	18.6%
Socioeconomically Disadvantaged	96.2%
Students with Disabilities	13.3%

### 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	97.0%	3.0%
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			District
	School			
	12-13	13-14	14-15	14-15
Fully Credentialed	22	0	24	1181
Without Full Credentials	1	0	0	14
Working Outside Subject	1	0	1	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)	1	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	1



## 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
7th-8th	Algebra I	College Preparatory Math	2014	Yes	0.0%
7th-8th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
Pre K & K	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2012	Yes	0.0%
K-6	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
7th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
7th-8th	History/ Social Science	Holt	2006	Yes	0.0%
6th	History/ Social Science	Prentice Hall	2006	Yes	0.0%
K-5	History/ Social Studies	Pearson Scott Foresman	2007	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
8th	Physical Science	McDougal Littell	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%

## School Facilities (School Year 2014-15)

The current facilities were built in 1956 and consists 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.

School Facility Conditions				
Date of Last Inspection: 08/18/2014				
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			
Interior		X		Room 21 - the sink is dirty; Boys Restroom Next to Room 22 - there are missing wall tiles; Room 18 - the carpet seam is coming apart; Room 23 - the carpet is stained and worn; Room 25 - the carpet is worn; Room 5/ Computer Lab - the carpet is worn.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical		X		Room 33/Girls Locker Room - there is a broken computer outlet; Room 34 - there is one light out; Room 36 - there is one light out.
Restrooms/Fountains		X		Boys Restroom Next to Room 7 - there is a cracked toilet paper dispenser; Girls Restroom Next to Room 7 - there is one leaking toilet; Grounds - the drinking fountain next to Room 28 is not working. The drinking fountain next to Room 18 has low pressure, and the drinking fountain next to Room 22 is chipped and dirty.
Safety (Fire Safety, Hazardous Materials)	X			Kitchen - the Anslu fire suppression system inspection is out dated.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 21 - one window is cracked; Room 25 - there is a hole in the window over the back door.



## 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 part-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 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>.

Subject	California Standards Test (CST)								
	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	48	44	35	40	42	40	54	56	55
Mathematics	60	51	49	41	41	40	49	50	50
History/Social Science	*	36	22	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.

API School Results			
	2011	2012	2013
Statewide	5	3	2
Similar Schools	10	8	7
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	16	-36	-27
Black or African American			
Actual API Change	-	-	-2
Hispanic or Latino			
Actual API Change	33	-67	-5
White			
Actual API Change	-31	3	-32
Socioeconomically Disadvantaged			
Actual API Change	20	-41	-22
English Learners			
Actual API Change	42	-40	-51

## 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.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	56	49	34	46	44	48	60	59	60

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	
Subgroups	
Subject	Science
District	48
School	34
Males	38
Females	29
African American/Black	29
American Indian	*
Asian	*
Filipino	*
Hispanic	25
Pacific Islander	*
White	40
Socioeconomically Disadvantaged	33
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.*

### 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
5	19.3%	12.3%	14.0%
7	-	-	-

*\*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)

We have several 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. Opportunities for parent involvement include:

- P.T.A.
- Back-to-School Night
- Open House
- Fabulous Falcon Assemblies
- Principal's Award of Character
- Family Nights
- Watch D.O.G.S. (Dads of Great Students) Program
- Field Trips
- Monthly Family Read-In Fridays and Coffee with the Principal
- Classroom Volunteering and Special Events
- Field Day and Other Special Events

## 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 (916) 566-1880.

## 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 positive intervention, and support for positive school climate.

This committee meets regularly to review school procedures and improve school safety as well as the overall school experience.

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.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	133	128	121	5588	5607	5513
Suspension Rate	23.8%	23.5%	25.5%	17.7%	17.8%	17.7%
Expulsions	0	0	2	18	12	20
Expulsion Rate	0.0%	0.0%	0.4%	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	2011-2012	2010-2011
Year in PI (2014-15)	Year 3	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

## School Safety Plan

Teachers supervise students on campus before and after school and during recess. 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. Visitors are asked by the school site staff to display their pass at all times.

F. C. Joyce Elementary School's Safety Plan is reviewed and revised annually in November by the Site Safety Committee; which is comprised of the principal, head custodian, cafeteria manager and staff. The revisions are then shared with the entire 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. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

## 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 Rob Myers. 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 student needs and the school plan complies with district goals. Opportunities for leadership include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Building Effective Schools Together (BEST) Committee
- Leadership Team
- GEAR UP Team (College-going school culture)
- Curriculum and Instruction Committees

## Homework

F. C. Joyce believes the purpose of homework should be to practice, reinforce, or apply acquired critical skills and knowledge learned in the classroom. We also believe, as research supports, that an effective homework assignment is one that an individual student completes correctly in a reasonable amount of time, and is relevant to critical classroom learning. Assignments that are not relevant to critical classroom learning, or lengthy and difficult assignments done poorly or incorrectly, are not beneficial to student achievement. Homework for students who are performing at grade level may often only include reading at home and suggested extension activities.

## 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	26	19	23	-	1	1	3	3	2	-	-	-
1	32	32	28	-	-	-	1	2	2	1	-	-
2	25	32	26	-	-	-	3	2	2	-	-	-
3	27	32	29	-	-	-	2	2	2	-	-	-
4	29	30	31	-	-	-	2	2	2	-	-	-
5	32	25	29	-	-	-	2	2	2	-	-	-
6	24	8	20	-	6	2	2	2	-	-	-	-
By Subject Area												
	26	28	21	2	-	2	3	3	2	1	1	-
	30	28	17	-	-	3	4	3	2	-	1	-
	30	28	21	-	-	2	4	3	2	-	1	-
Social	30	28	21	-	-	3	3	3	1	1	1	-

## 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.

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

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. 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
Academic Counselor	1	0.5
Health Assistant	1	0.49
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	1.5
Speech and Language Specialist	1	0.5
Student Support Teacher	2	1.8

## 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%



## 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	\$65,822
District	\$68,898
Percentage of Variation	-4.5%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-6.9%

## 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.

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:

- PE Block Grant\*\*
- EIA-SCE
- Healthy Start
- Head Start
- Title I, Title II, Title III
- Special Education
- After School Education & Safety
- CA Partnership Academies
- Gifted and Talented Education
- Quality Education Investment Act
- English Language Acquisition Program
- Targeted Instruction Improvement Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Carl Perkins
- Medi-Cal
- State Lottery
- Charter School Fund
- 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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,642
From Supplemental/Restricted Sources	\$1,074
From Basic/Unrestricted Sources	\$4,568
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	-2.8%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-2.6%

## 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.

## 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:

- Writing
- Math
- Citizenship
- "Falcon Bucks Rewards"
- Fabulous Falcon Awards for Reading
- "Principal's Character Award"
- Monthly character trait awards
- Daily school-wide positive recognition announcements
- 7th and 8th grade "Falcon Breakfast" each trimester
- 7th and 8th grade "Silver, Gold, Platinum Cards" for GPA
- "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:

- After-school program provided by Center for Fathers and Families
- 7th and 8th grade sports and clubs
- "Girls on the Run" opportunity for girls in grades 3-5
- "100-mile Running Challenge" for students at any grade level
- "BeChange" running club focusing on running as a metaphor for success in life
- Arts Integration at all grade levels
- Science Fair
- AVID program for grades 7/8
- 4th Grade Algebra Success Academy
- 6th Grade Alliance Redwoods trip

