



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

CDS Code: 34-76505-6033500

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## 2014-15 School Accountability Report Card

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### 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.

### 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 child'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

### 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 2015-16)

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.

## Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	19.2%
American Indian or Alaska Native	1.8%
Asian	3.9%
Filipino	2.2%
Hispanic or Latino	35.9%
Native Hawaiian or Pacific Islander	0.2%
White	27.8%
Two or More Races	9.0%
English Learners	19.8%
Socioeconomically Disadvantaged	98.0%
Students with Disabilities	12.7%
Foster Youth	1.6%

## School Enrollment & Attendance (School Year 2014-15)

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 the 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			
	2012-13	2013-14	2014-15
K	75	68	84
1st	63	55	59
2nd	64	52	55
3rd	64	58	57
4th	60	61	58
5th	49	57	61
6th	60	39	58
7th	53	48	46
8th	57	36	46

## 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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	97.1%	2.9%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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
	13-14	14-15	15-16	15-16
Fully Credentialed	0	24	26	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	43

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.

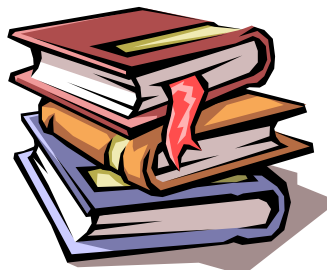
### Misassignments/Vacancies

	13-14	14-15	15-16
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	1	0

## Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, 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 Board	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 & Safety (School Year 2015-16)

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: 09/14/2015				
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			Kindergarten K-2 - there are two stained ceiling tiles;
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Boys Restroom Near Room 7 - the restroom smells of urine.
Electrical	X			
Restrooms/Fountains			X	Boys Restroom Near Room 22 - two of the toilets leak; Boys Restroom Near Room 7 - there is one clogged urinal; Girls Restroom Near Room 22 - one toilet leaks; Girls Restroom Near Room 7 - three toilets leak. Girls Restroom Near Room 30 - the water pressure is too high on one of the outside drinking fountains; Room 17 - there are two outside drinking fountains that do not have the correct water pressure.
Safety (Fire Safety, Hazardous Materials)	X			Boys Restroom Near Room 7 - the paint on the exterior door is peeling; Room 21 - the paint on the door is peeling.
Structural (Structural Damage, Roofs)	X			Kindergarten K-1 - there is dry rot on the outside overhang.
External (Grounds, Windows, Doors, Gates, Fences)	X			Kindergarten K-3 - there is one cracked window.

### *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. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

## 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); 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

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	17	26	44
Mathematics (Grades 3-8 and 11)	15	21	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress - Grade 3													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	63	60	95.2	65	22	7	5	60	95.2	60	27	10	2
Male	63	27	42.9	78	22	0	0	27	42.9	67	30	4	0
Female	63	33	52.4	55	21	12	9	33	52.4	55	24	15	3
Black or African American	63	17	27	71	18	6	6	17	27	65	18	18	0
American Indian or Alaska Native	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Asian	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	63	21	33.3	71	19	0	5	21	33.3	57	33	0	5
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	63	17	27	53	29	12	6	17	27	59	35	6	0
Two or More Races	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Socioeconomically Disadvantaged	63	56	88.9	70	18	7	5	56	88.9	61	27	11	2
English Learners	63	9	14.3	--	--	--	--	9	14.3	--	--	--	--
Students with Disabilities	63	11	17.5	100	0	0	0	11	17.5	73	18	9	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	60	60	100	65	13	12	10	60	100	42	42	12	5
Male	60	35	58.3	66	20	9	6	35	58.3	46	37	11	6
Female	60	25	41.7	64	4	16	16	25	41.7	36	48	12	4
Black or African American	60	10	16.7	--	--	--	--	10	16.7	--	--	--	--
American Indian or Alaska Native	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	60	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Hispanic or Latino	60	26	43.3	73	15	8	4	26	43.3	50	38	12	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	60	15	25	47	20	20	13	15	25	33	40	7	20
Two or More Races	60	6	10	--	--	--	--	6	10	--	--	--	--
Socioeconomically Disadvantaged	60	58	96.7	64	14	12	10	58	96.7	41	41	12	5
English Learners	60	19	31.7	89	11	0	0	19	31.7	47	47	5	0
Students with Disabilities	60	12	20	83	8	8	0	12	20	75	25	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	64	59	92.2	53	22	22	3	59	92.2	59	20	15	5
Male	64	31	48.4	61	19	19	0	32	50	63	22	13	3
Female	64	28	43.8	43	25	25	7	27	42.2	56	19	19	7
Black or African American	64	13	20.3	77	15	8	0	13	20.3	69	23	0	8
American Indian or Alaska Native	64	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Asian	64	2	3.1	--	--	--	--	2	3.1	--	--	--	--
Filipino	64	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Hispanic or Latino	64	20	31.3	55	20	25	0	20	31.3	85	5	10	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	64	16	25	25	25	38	13	17	26.6	24	35	29	12
Two or More Races	64	6	9.4	--	--	--	--	5	7.8	--	--	--	--
Socioeconomically Disadvantaged	64	58	90.6	52	22	22	3	58	90.6	59	21	16	5
English Learners	64	10	15.6	--	--	--	--	11	17.2	55	18	27	0
Students with Disabilities	64	8	12.5	--	--	--	--	8	12.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	60	58	96.7	47	38	14	2	58	96.7	55	31	9	5
Male	60	19	31.7	47	42	5	5	19	31.7	47	42	5	5
Female	60	39	65	46	36	18	0	39	65	59	26	10	5
Black or African American	60	15	25	47	47	7	0	15	25	67	20	13	0
American Indian or Alaska Native	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Asian	60	3	5	--	--	--	--	3	5	--	--	--	--
Filipino	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Hispanic or Latino	60	22	36.7	59	27	14	0	22	36.7	68	23	5	5
Native Hawaiian or Pacific Islander	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
White	60	12	20	42	33	17	8	12	20	42	42	8	8
Two or More Races	60	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Socioeconomically Disadvantaged	60	52	86.7	50	37	12	2	52	86.7	60	29	6	6
English Learners	60	11	18.3	64	27	9	0	11	18.3	82	18	0	0
Students with Disabilities	60	7	11.7	--	--	--	--	7	11.7	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Assessment of Student Performance and Progress - Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	44	42	95.5	60	29	12	0	42	95.5	57	33	5	5
Male	44	21	47.7	48	38	14	0	21	47.7	48	38	5	10
Female	44	21	47.7	71	19	10	0	21	47.7	67	29	5	0
Black or African American	44	8	18.2	--	--	--	--	8	18.2	--	--	--	--
American Indian or Alaska Native	44	1	2.3	--	--	--	--	1	2.3	--	--	--	--
Asian	44	4	9.1	--	--	--	--	4	9.1	--	--	--	--
Filipino	44	3	6.8	--	--	--	--	3	6.8	--	--	--	--
Hispanic or Latino	44	10	22.7	--	--	--	--	10	22.7	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	44	13	29.5	54	23	23	0	13	29.5	54	38	8	0
Two or More Races	44	1	2.3	--	--	--	--	1	2.3	--	--	--	--
Socioeconomically Disadvantaged	44	38	86.4	63	26	11	0	38	86.4	55	37	3	5
English Learners	44	6	13.6	--	--	--	--	6	13.6	--	--	--	--
Students with Disabilities	44	6	13.6	--	--	--	--	6	13.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--



**California Assessment of Student Performance and Progress - Grade 8**

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	45	45	100	51	33	11	4	44	97.8	59	25	9	7
Male	45	29	64.4	45	34	14	7	28	62.2	46	32	11	11
Female	45	16	35.6	63	31	6	0	16	35.6	81	13	6	0
Black or African American	45	7	15.6	--	--	--	--	7	15.6	--	--	--	--
American Indian or Alaska Native	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Asian	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Filipino	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Hispanic or Latino	45	18	40	44	44	6	6	18	40	44	28	17	11
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	45	14	31.1	50	29	14	7	14	31.1	64	21	7	7
Two or More Races	45	3	6.7	--	--	--	--	2	4.4	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.6	53	33	12	2	42	93.3	62	24	10	5
English Learners	45	5	11.1	--	--	--	--	5	11.1	--	--	--	--
Students with Disabilities	45	6	13.3	--	--	--	--	6	13.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

**California Standards Test**

The California Standards Test (CST), a component of the CAASPP 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 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.

Subject	California Standards Test Percentage of Students Meeting or Exceeding State Standards								
	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	49	33	39	43	47	43	59	60	56

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.

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	39
African American/Black	16
Hispanic or Latino	26
White	67
Males	40
Females	37
Socioeconomically Disadvantaged	38
English Learners	18

*\*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 2014-15)

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 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1%	15.5%	12.1%
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 school site.

### Parent Involvement (School Year 2015-16)

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
- Field Trips
- Classroom Volunteering and Special Events
- Field Day and Other Special Events
- Watch D.O.G.S. (Dads of Great Students) Program
- Monthly Family Read-In Fridays and Coffee with the Principal

## 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 School at (916) 566-1880.

### 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

All of us at F.C. Joyce are responsible for maintaining a safe learning environment and managing the behaviors of children within our care. This involves two aspects:

1. Positive Behavior Interventions and Supports: This includes the regular and consistent direct teaching of what our 3 behavior expectations (Be Safe, Be Respectful, Be Responsible) look and sound like in all settings within the school. It also includes regular teaching of monthly character traits, as well as classroom and school-wide rules and procedures, expectations, and positive behaviors. Frequent recognition of students meeting those expectations is a large part of our program. Recognition is done in many ways, and include classroom systems of recognition, as well as support school-wide systems of recognition.

2. Addressing behavior transgressions: We believe resolving issues at the lowest level possible in the most effective way. When students are not following expectations, behaviors are addressed. This is done through reminders and re-direction, or re-teaching of expectations to groups and/or individuals, as needed. Continued infractions or more serious issues may be referred to the Principal's office through the Office Discipline Referral system, for a more formal approach to resolving an issue.

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					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	10.1%	9.9%	9.4%	0.0%	0.3%	0.1%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

### Safe School Plan (School Year 2015-16)

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.

### 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 2015-16)

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 (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	2011-12	2010-11
Year in PI (2015-16)	Year 3	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

## 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					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	25	23	21	-	1	2	3	2	2	-	-	-
1	32	28	30	-	-	-	1	2	2	-	-	-
2	32	26	28	-	-	-	2	2	2	-	-	-
3	32	29	19	-	-	1	2	2	2	-	-	-
4	30	31	29	-	-	-	2	2	2	-	-	-
5	25	29	31	-	-	-	2	2	2	-	-	-
6	30	20	29	-	2	-	2	-	2	-	-	-
Other	32	-	-	-	-	-	-	-	-	-	-	-
By Subject Area												
English	28	28	23	-	-	2	3	3	2	1	1	-
Mathematics	28	28	21	-	-	3	3	3	2	1	1	-
Science	28	28	23	-	-	2	3	3	2	1	1	-
Social Science	28	28	23	-	-	2	3	3	2	1	1	-

## Adequate Yearly Progress (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

## 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. All teachers meet with grade level partners and principal at least once a month to review current data on student achievement related to targeted areas and plan instructional strategies to meet student achievement goals. 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 homework can be an opportunity to practice, reinforce, or apply acquired critical skills and knowledge learned in the classroom.

- Research shows that to be effective, a homework assignment must be such that a student can complete independently and correctly, in a reasonable amount of time, and is relevant to critical classroom learning.
- Homework for students who are performing at grade level may often be limited to reading at home, or other suggested extension activities.
- For students who are not meeting grade level standards, homework may often include independent activities that support foundational skills, or that can be done with a parent or other mentor.

## Counseling & Support Staff (School Year 2014-15)

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 services 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
Library Technician	1	0.625
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 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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

## 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:

- "95% Club" for students with 95% or higher attendance rates
- Writing
- Math
- Citizenship
- Classroom recognitions
- "Attend-a-Dance" for students with Perfect Attendance each calendar month.
- "Falcon Bucks Rewards"
- "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



## 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
- "Be Change" 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

## School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$71,744
District	\$71,162
Percentage of Variation	0.8%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-1.7%

## 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 2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

## Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

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	\$6,643
From Supplemental/Restricted Sources	\$1,249
From Basic/Unrestricted Sources	\$5,394
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	3.7%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	0.9%

## District Revenue Sources (Fiscal Year 14-15)

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