Twin Rivers Unified School District
Westside Elementary School
CDS Code: 34-76505-6033633

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2014-15 School Accountability Report Card
Published in 2015-16 School Year

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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 Westside Elementary School where the students, staff and families say "We Love It!" Westside is guided by three principles:

- Provide a positive, friendly, welcoming environment
- Improve achievement for ALL students
- Prepare students to be college and career ready through consistent implementation of the Common Core State Standards (CCSS)
- Walk into any classroom and you will see parent helpers, students and teachers using technology and deep learning as demonstrated by student discussion and projects.

How do our students feel about their school? Just visit us any Friday morning at school wide sing and a room full of smiling energetic children will tell you, "We Love It."

Laura Lofgren, Principal

School Mission Statement

Westside School is committed to developing and maintaining a positive and safe learning environment with a challenging and meaningful curriculum, which will motivate students to learn and develop the knowledge and skills to prepare them for the future.

At Westside we believe in doing school activities together. Besides all school PE, we have all school Friday morning sing, buddy classes, scheduled buddy activities, and several events throughout the year where we bring all our students and staff together. The sense of family and community is unmatched. If you take a walk around the campus, one of the things that will stand out the most is how recognizable the relationships are between staff and students, staff and families, and staff with each other. For Westside staff and families, our school is their home away from home.

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	2.1%
American Indian or Alaska Native	1.6%
Asian	6.6%
Filipino	0.5%
Hispanic or Latino	28.7%
Native Hawaiian or Pacific Islander	0.5%
White	56.0%
Two or More Races	4.0%
English Learners	14.4%
Socioeconomically Disadvantaged	74.1%
Students with Disabilities	11.3%
Foster Youth	1.9%

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	49	53	65
1st	61	54	62
2nd	56	59	48
3rd	55	59	59
4th	60	54	63
5th	66	62	62
6th	66	68	68

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	100.0%	0.0%
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	18	19	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	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
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	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
Pre K & K	English/Language Arts	MacMillan/ McGraw Hill	2012	Yes	0.0%
K-6	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2007	Yes	0.0%
6th	History/Social Studies	Prentice Hall	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

The current facilities were built in 1961. There are 19 classrooms, a multipurpose room, library/media center, a staff lounge, and a playground. Recent renovations include complete classroom modernization including Smart Board technology and ceiling mounted projectors with surround sound amplifications.

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: 08/25/2014				
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			Classroom K3/Kindergarten-the noise dampening panel on the ceiling has trim that is loose.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical		X		Boys Restroom by Classroom 6-there is one light out; Classroom 17-the electrical panel is obstructed by a table of computers; Girls Restroom by Classroom 9-there is one light out, and one cracked light diffuser.
Restrooms/Fountains		X		Boys Restroom by Classroom 6-the sink has cracked in the plastic, and one of the faucets leaks.
Safety (Fire Safety, Hazardous Materials)	X			Classroom 17-the fire extinguisher is blocked.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians 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 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 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. 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.

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									
Subject	**School**			**District**			**State**		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	43	46	36	43	47	43	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	**Science**
District	43
School	36
Hispanic or Latino	35
White	31
Males	36
Females	37
Socioeconomically Disadvantaged	32

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

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).

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

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	25	26	44
Mathematics (Grades 3-8 and 11)	26	21	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	English-Language Arts							Mathematics					
		Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	58	58	100	66	21	12	2	58	100	64	12	22	2
Male	58	32	55.2	66	16	16	3	32	55.2	69	3	25	3
Female	58	26	44.8	65	27	8	0	26	44.8	58	23	19	0
Black or African American	58	2	3.4	--	--	--	--	2	3.4	--	--	--	--
American Indian or Alaska Native	58	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Asian	58	5	8.6	--	--	--	--	5	8.6	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	58	18	31	56	22	17	6	18	31	56	11	33	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	58	30	51.7	70	17	13	0	30	51.7	67	13	17	3
Two or More Races	58	2	3.4	--	--	--	--	2	3.4	--	--	--	--
Socioeconomically Disadvantaged	58	48	82.8	67	21	10	2	48	82.8	65	13	21	2
English Learners	58	15	25.9	67	33	0	0	15	25.9	67	20	13	0
Students with Disabilities	58	9	15.5	--	--	--	--	9	15.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	English-Language Arts						Mathematics					
		Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	62	62	100	44	31	18	8	62	100	24	52	19	5
Male	62	33	53.2	55	30	12	3	33	53.2	30	45	21	3
Female	62	29	46.8	31	31	24	14	29	46.8	17	59	17	7
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	62	4	6.5	--	--	--	--	4	6.5	--	--	--	--
Filipino	62	2	3.2	--	--	--	--	2	3.2	--	--	--	--
Hispanic or Latino	62	18	29	67	22	11	0	18	29	33	56	11	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	62	37	59.7	35	32	19	14	37	59.7	22	46	24	8
Two or More Races	62	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Socioeconomically Disadvantaged	62	43	69.4	53	28	14	5	43	69.4	33	49	16	2
English Learners	62	6	9.7	--	--	--	--	6	9.7	--	--	--	--
Students with Disabilities	62	10	16.1	--	--	--	--	10	16.1	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	English-Language Arts						Mathematics					
		Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	60	59	98.3	54	20	19	7	59	98.3	46	37	5	12
Male	60	35	58.3	66	11	14	9	35	58.3	51	29	3	17
Female	60	24	40	38	33	25	4	24	40	38	50	8	4
Black or African American	60	2	3.3	--	--	--	--	2	3.3	--	--	--	--
American Indian or Alaska Native	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Asian	60	5	8.3	--	--	--	--	5	8.3	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	60	21	35	57	24	19	0	21	35	48	38	10	5
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	60	30	50	67	13	17	3	30	50	53	33	3	10
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	60	48	80	56	19	21	4	48	80	50	33	6	10
English Learners	60	7	11.7	--	--	--	--	7	11.7	--	--	--	--
Students with Disabilities	60	6	10	--	--	--	--	6	10	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6												

		English-Language Arts						Mathematics					
				Percent Achievement Level						**Percent Achievement Level**			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	67	65	97	26	42	23	9	65	97	29	34	25	12
Male	67	36	53.7	31	39	22	8	36	53.7	28	36	25	11
Female	67	29	43.3	21	45	24	10	29	43.3	31	31	24	14
Black or African American	67	2	3	--	--	--	--	2	3	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	67	3	4.5	--	--	--	--	3	4.5	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	67	17	25.4	29	53	12	6	17	25.4	35	35	24	6
Native Hawaiian or Pacific Islander	67	1	1.5	--	--	--	--	1	1.5	--	--	--	--
White	67	38	56.7	26	39	29	5	38	56.7	26	37	26	11
Two or More Races	67	3	4.5	--	--	--	--	3	4.5	--	--	--	--
Socioeconomically Disadvantaged	67	47	70.1	30	40	19	11	47	70.1	36	30	23	11
English Learners	67	8	11.9	--	--	--	--	8	11.9	--	--	--	--
Students with Disabilities	67	5	7.5	--	--	--	--	5	7.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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	15.0%	33.3%	23.3%

*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 & Community Involvement (School Year 2015-16)

We know that parents are a child's first teacher and developing a strong parent, teacher and school relationship is crucial to children's educational success. Volunteers are always welcome at Westside, we just ask that you sign in at the office and put on a visitor's badge. If you would like to be especially helpful, talk to your child' teacher about volunteering on a regular basis or finding ways to support your child's classroom efforts at home. Additional support can be provided by volunteering for one of the many parent committees such as School Site Council, English Learner Advisory Council or our PTA.

The School Site Council (SSC) is made up of elected parent representatives and staff members. They meet at least 5 times per year to monitor the school plan and advise on the budget. SSC elections are held annually.

Westside School's English Language Advisory Committee (ELAC) is made up of teachers and the parents of English Learner students. The ELAC meets throughout the year to share information, get feedback and develop plans to better meet the needs of all Westside students, especially our English Learners. This committee also is involved in the development, approval and monitoring of the school plan.

Westside School's PTA has been instrumental in preserving Westside traditions and community involvement. The PTA has organized many fun events and staff appreciation activities. Thanks to fundraising efforts and the support of parents and family members, fieldtrips, assemblies, and classroom spending money for every teacher has been greatly appreciated.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Westside Elementary at 566-1990.

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

At Westside Elementary School, we teach, model and hold students accountable to the following three personal standards: Show Respect, Make Good Choices, Solve Problems. Teachers and staff work hard to provide students with choices and logical consequences to support desired behavior in class and on the playground. Students who make growth; learn and strive are recognized for the achievements through classroom awards, school awards, "caught ya's," positive phone calls home and a number of other positive rewards. Consistent consequences help students to remember to use

Suspensions & Expulsions						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	5.4%	4.8%	2.7%	0.0%	0.0%	0.0%
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%

appropriate behavior

The four steps that create The School-Wide Discipline Plan and give students time to reflect on their behavior are: (1) warning, (2) loss of recess with a behavior action plan, (3) formal time-out with a referral to the office including a call home and additional consequences and (4) suspension.

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. Suspensions and expulsions rates reflect incidents divided by total enrollment.

Safe School Plan (School Year 2015-16)

School safety is a primary concern of Westside Elementary. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lock down, and duck and cover procedure rehearsals. In recent years we have increased playground supervision, which has reduced the student to supervisory ratio on the yard. Our school can readily dispatch law enforcement through our district's Safe Schools Police Officer program. The Safety Plan is updated and reviewed with staff annually.

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.

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	

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	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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			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	27	22	-	-	-	2	2	3	-	-	-
1	31	27	21	-	-	1	2	2	2	-	-	-
2	28	30	24	-	-	-	2	2	2	-	-	-
3	28	30	30	-	-	-	2	2	2	-	-	-
4	30	27	32	-	-	-	2	2	2	-	-	-
5	33	31	31	-	-	-	-	2	2	2	-	-
6	33	34	34	-	-	-	-	-	-	2	2	2

School Leadership

Westside Elementary has a nice balance of parent and teacher leadership. Our School Site Council (SSC) meets 5-7 times per year as does our English Language Advisory Council (ELAC). Both of these groups provide input for our Single Plan for Student Achievement (SPCA). Our Parent Teacher Association (PTA) Executive Board meets monthly and has general meetings at least two times per year to provide opportunities for members to join ongoing committees. Every teacher at Westside Elementary participates in a leadership group and demonstrates leadership for staff and families on a regular basis. Our teacher leadership groups include: Site Leadership Team, ELAC, PTA, SSC, and Technology Team.

Homework

Students are expected to complete homework on a regular basis. Some teachers assign homework nightly, others assign it once a week for the entire week. In some cases, long-term reports or projects may be assigned in place of weekly or nightly assignments. 4-6 grade students are given a planner on the first day of school to record homework assignments. Please check with your child's teacher to learn about their homework policy.

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Westside 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 has procedures in place to ensure that students receive the services they need. The table lists the support services personnel available at Westside 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
Bilingual Paraeducators	1	0.5
Health Assistant	1	0.3
Library Technician	1	0.375
Psychologist	1	0.27
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Speech and Language Specialist	1	0.25
Student Learning Coach	1	1.0

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 Westside Elementary School revolves around the California Common Core 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

Student recognition includes:

- Honor Roll (3-6)
- Principal's List (3-6)
- Wildcat Wow Awards (3-6)
- Excellence in Effort Awards (1-2)
- Character Counts
- Positive Phone Calls Home
- Student of the Week
- Perfect Attendance

Extracurricular Activities

Extra curricular activities at Westside Elementary School include:

- Art Day
- Spelling Bee
- Oratory Contest
- Science Fair
- Art & Science Assemblies
- GATE
- Family Literacy Night
- Buddy Classes
- After school interventions and tutoring
- Spirit Days
- Friday Sing
- Field Day
- Talent Show
- Parent/Child Dance
- 4-6 Grade Dances
- Grandparents' Day
- Lunch with Dads

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	$69,426
District	$71,162
Percentage of Variation	-2.4%
School & State	
All Unified School Districts	$72,971
Percentage of Variation	-4.9%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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.

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	$5,376
From Supplemental/Restricted Sources	$943
From Basic/Unrestricted Sources	$4,433
District	
From Basic/Unrestricted Sources	$5,201
Percentage of Variation between School & District	-14.8%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	-17.1%

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