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Twin Rivers Unified School District Westside Preparatory Charter School

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2008-09 School Accountability Report Card

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Westside Preparatory Charter had a beginning enrollment of 415 students in grades seven and eight for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	6.5%
American Indian	0.7%
Asian	7.7%
Caucasian	54.9%
Filipino	2.7%
Hispanic or Latino	22.7%
Pacific Islander	0.7%
Multiple or No Response	4.1%

Discipline & Climate for Learning

Students at Westside Charter are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The Westside Preparatory Charter School student is held to a high standard of academic success and personal behavior/ethics with the academic outcomes based on the adopted state standards. We believe that a strong community spirit, healthy support from an involved family, and a meaningful, personal goal-setting process establishes a character that is well-prepared to meet the challenges of high school and beyond.

Students are expected to respect, adapt to, and comply with school rules and varying classroom expectations and rules set by each teacher. Under no circumstances shall they be engaged in vulgarity, racial slurs, or intolerance. Students are expected to take responsibility for their actions and refrain from choosing violence or threats as a solution. Students may be placed on Behavior Contracts or plans as needed. If students do not follow school rules, the charter due process will be implemented.

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. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	15	2	0	0	10898
Suspension Rate	0.0%	3.5%	0.5%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

Enrollment By Grade

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 West Side Preparatory Charter. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

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

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

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

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
7th	256	217	237
8th	159	206	178

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

Average Class Size	Classrooms Containing:								
	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09
4-8	28	31	29	-	-	-	1	2	1

Curriculum Development

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

Instructional Materials

Twin Rivers Unified School District held a public hearing in October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All teachers have the opportunity to review the materials. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	English/ Language Arts	Holt	2006	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2002	Yes	0.0%
7th-8th	Science	Prentice Hall	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Counseling & Support Staff

In addition to academics, the staff at Westside Preparatory Charter 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 Westside Preparatory Charter School.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.2



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.* For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	79	80	82	*	*	38	43	46	50
Mathematics	59	62	65	*	*	35	40	43	46
Science	65	79	79	*	*	34	38	46	50
History/Social Science	61	60	58	*	*	25	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	82	46	67	50
American Indian	*	*	*	*
Asian	71	76	71	79
Filipino	57	64	*	*
Hispanic or Latino	76	55	76	39
Pacific Islander	*	*	*	*
Caucasian	86	69	82	64
Males	80	70	88	67
Females	83	61	71	49
Socioeconomically Disadvantaged	80	63	74	54
English Learners	42	31	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

**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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	20	14	2	893
Socioeconomically Disadvantaged				
Actual Growth	17	30	1	884
Hispanic or Latino				
Actual Growth	46	4	3	861
Caucasian				
Actual Growth	20	11	5	910

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Adequate Yearly Progress

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

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

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Physical Fitness

In the spring of each year, Westside Preparatory Charter School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2008-09 school year, 27.1% of seventh grade students were in the HFZ.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Westside Preparatory Charter had 14 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	16	15	14	1489
Without Full Credentials	0	0	0	36
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Demonstrates Effective Instructional Techniques and Strategies, Establishes and Maintains Suitable Learning Environment, Adherence to District Curricular Objectives, Demonstrates Effective Instructional Techniques and Strategies, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

Teachers and other certificated staff members build teaching skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2008-2009 school year, the Twin Rivers District offered 3 non-student professional development days for elementary teachers and 5 non-student days for secondary teachers. The professional development sessions focused on a broad range of topics including California state core subjects, research-based differentiated teaching strategies, technology and increasing student achievement.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

School Leadership

Leadership at Westside Preparatory Charter 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. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

School Facilities

Westside Preparatory Charter has three campuses. There are four classrooms at Westside Elementary, six classrooms at Eastside Elementary, and four classrooms at Frontier Elementary.

School safety is a primary concern of Westside Preparatory Elementary. The school is always in compliance with all 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, lockdown, 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 School Policy Officer Program. The safety plan was updated and reviewed with staff in October 2009.

The table shows the results of the most recent school facilities inspection for all three campuses where Westside Charter resides. 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.

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. Custodians from the parent campuses ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of latrines 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 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget.

Parent Involvement

Key to the success of the Westside Preparatory Charter School is the involvement of parents. Each family is required to participate a minimum of 30 hours each school year. In addition to volunteering in the classrooms, library, and other places on campus, parents also assist in many other ways. They may serve on our site council, participate in various committees, chaperone field trips and other events, organize and coach sporting activities, teach after school classes and in many ways, enrich the school experience of their students.

School Facility Conditions				
Date of Last Inspection: 02/12/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Cafeteria (Frontier) - Broken cafeteria table, kitchen has chipping paint on ceiling. CI Rm #21 (Frontier) - Entry ramp needs painting and safety tape. CI Rm #24 (Frontier) - Ramp needs painting. CI Rm #2 Kdg (Frontier) - Custodial closet blocked. Girls RR Bldg L (Hillsdale) - Hole in wall.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			CI Rm #2 Kdg (Frontier) - Storage closet has excessive clutter.
Electrical		X		Cafeteria (Frontier) - Stage access panel blocked. Library (Frontier) - Ballast out in light fixture, (1) bulb out in light fixture. CI Rm #7 (Frontier) - Electrical cover missing a screw. CI Rm #15 (Frontier) - Missing (5) light covers. CI Rm #12 (Frontier) - Electrical cord safety strip needed near teachers desk. C-Wing Elec. Closet (Frontier) - Needs light covers. CI Rm #24 (Frontier) - Bulbs not working. Room 4 Bldg B (Westside) - Burned out light. Room 22 Bldg C (Westside) - No intercom, missing light diffuser. Cafeteria Bldg E (Westside) - Burned out lights.
Restrooms/Fountains	X			Room 13 Bldg H (Westside) - Drinking fountain low pressure.
Safety (Fire Safety, Hazardous Materials)	X			CI Rm #21 (Frontier) - Fire Ex needs bracket holder installed.
Structural (Structural Damage, Roofs)	X			Cafeteria (Frontier) - Minor ceiling tile repairs needed. CI Rm #21 (Frontier) - ceiling tiles have holes in them. CI Rm #24 (Frontier) - holes in ceiling tiles and they are stained indicating leaky roof. Playground Intermediate (Frontier) - Broken basketball hoop. Boys RR Bldg O (Westside) - rusted partitions.
External (Grounds, Windows, Doors, Gates, Fences)			X	Playground Intermediate (Frontier) - Bark Boxes need to be raked and additional fiber installed. CI Rm #2 Kdg (Frontier) - asphalt is in disrepair. CI Rm #7 (Frontier) - Door handle not working. CI Rm #4 (Frontier) - Closet door handle missing. B-Wing Restrooms (Frontier) - Stall door does not latch. Room 28 Bldg P (Hillsdale) - West exit door sticks.

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 Charter Frontier Campus at 566-1840, Westside Charter Hillsdale Campus at 566-1860, or Westside Charter Westside Campus at 566-1990.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Average Teacher Salaries	
School & District	
School	\$54,206
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2007-08 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,729
From Restricted Sources	\$174
From Unrestricted Sources	\$3,555
District	
From Unrestricted Sources	\$4,404
Percentage of Variation between School & District	19.29%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	35.51%

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

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

**Effective 08/09

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.