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# Twin Rivers Unified School District Westside Preparatory Charter School

CDS Code: 34-76505-6112643

Eastside Campus: 6469 Guthrie Way, North Highlands, CA 95660 ♦ (916) 566-1860

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Westside Campus: 6537 West 2nd Street, Rio Linda, CA 95673 ♦ (916) 566-1990

## 2015-16 School Accountability Report Card Published in 2016-17 School Year

### 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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Principal's Message

Westside Preparatory Charter School (WPCS) Principals share leadership across three campuses. Principal Renee Scott-Femenella - WPCS Eastside, Principal Ellen Giffin - WPCS Frontier, Principal Laura Lofgren - WPCS Westside, believe and support the vision of our school. At Westside Preparatory Charter School, we constantly create and implement strategies that empower students' learning, both in and out of the physical classroom, throughout their entire lives. Our college preparatory program allows all students access to 21st century skills and attitudes through the hard work and dedication of all stakeholders who are invested in excellence for all. We welcome families and community as learning partners in WPCS goals for life-long learning.

### Mission Statement

WPCS is dedicated to empowering students to become self-motivated, competent, lifelong learners through access to rigorous 21st century skills and attitudes.

### District & School Profile (School Year 2016-17)

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	
2015-16	
	Percentage
Black or African American	6.0%
American Indian or Alaska Native	0.3%
Asian	4.9%
Filipino	1.4%
Hispanic or Latino	41.1%
Native Hawaiian or Pacific Islander	1.7%
White	39.1%
Two or More Races	4.3%
EL Students	10.6%
Socioeconomically Disadvantaged	75.3%
Students with Disabilities	4.0%
Foster Youth	0.6%

## School Enrollment & Attendance (School Year 2015-16)

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.

Westside Preparatory Charter School had a beginning enrollment of 348 students in grades seven through eight for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
7th	209	211	171
8th	194	182	177

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Highly Qualified Teachers (School Year 2016-17)

Federal law 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.

Highly Qualified 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	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	17	19	18	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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			
	14-15	15-16	16-17
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	0	0

## Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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	English/Language Arts	Holt	2006	Yes	0.0%
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2013	Yes	0.0%
7th-8th	Mathematics	College Board	2014	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
7th-8th	Science	Pearson/Prentice Hall	2008	Yes	0.0%

## School Facilities & Safety (School Year 2016-17)

Westside Preparatory Charter has three campuses. There are 5 classrooms at Westside, 7 classrooms at Eastside, and 5 classrooms at Frontier.

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: 03/19/2014				
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			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Boys Restroom-1 light panel is out; Room 9-1 light panel is out; P Room 16-inadequate lighting, 2 light panels are out.
Restrooms/Fountains	X			Girls Restroom-water is running, sensor is broken on sink.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			P Room 11 (Psych/Speech)-trip hazard, dry rot on ramp entry; P Room 12-trip hazard, metal ramp is loose throughout; P Room 14-dry rot on skirting north side; P Room 23(Westside Charter)-dry rot on skirting/ramp entry; P Room 24(Westside Charter)-dry rot on skirting/ramp entry; P Room 25(Westside Charter)-trip hazard on asphalt walkway; P Room 26(Westside Charter)-trip hazard on asphalt walkway; P Boys Restroom-trip hazard on asphalt walkway.
External (Grounds, Windows, Doors, Gates, Fences)	X			Admin. Bldg.-injury hazard/fence entry torn/broken; Room 8-wood is splintering/missing on door. Outdoor Courts-trip hazard on asphalt walkway; Playgrounds-kindergarten asphalt is cracked/trip hazard; Parking Lots-trip hazard low spots/cracks throughout loading area.

### Cleaning Process and Schedule

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

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one part-time custodian ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	56	65	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	37	49	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	70	62	62	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	180	174	96.67	62.07
Male	83	81	97.59	66.67
Female	97	93	95.88	58.06
Black or African American	12	12	100	41.67
Hispanic or Latino	77	74	96.1	58.11
White	66	63	95.45	69.84
Socioeconomically Disadvantaged	151	146	96.69	63.01

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 7							
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	164	161	98.17	62.73	161	98.17	53.42
Male	73	71	97.26	57.75	71	97.26	49.3
Female	91	90	98.9	66.67	90	98.9	56.67
Hispanic or Latino	68	67	98.53	55.22	67	98.53	40.3
White	67	66	98.51	71.21	66	98.51	69.7
Socioeconomically Disadvantaged	113	112	99.12	58.93	112	99.12	46.43

California Assessment of Student Performance and Progress - Grade 8							
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	179	173	96.65	66.47	173	96.65	43.93
Male	82	80	97.56	55	80	97.56	41.25
Female	97	93	95.88	76.34	93	95.88	46.24
Black or African American	12	12	100	50	12	100	8.33
Hispanic or Latino	76	73	96.05	65.75	73	96.05	43.84
White	66	63	95.45	68.25	63	95.45	50.79
Socioeconomically Disadvantaged	151	146	96.69	63.7	146	96.69	44.52

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.4%	27.0%	22.7%

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



## C. 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 2016-17)

Key to the success of the Westside Preparatory Charter School is the involvement of parents. Each family is encouraged to contribute 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. Opportunities for parent and family involvement include:

- School Site Council (SSC)
- Various Committees
- Skate Nights
- Booster Club
- Chaperone Field Trips and Other Events
- Organize and Coach Sporting Activities
- Parent/Guardian/Student Conferences

### 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.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

### 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.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	6.0%	3.0%	2.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

## Safe School Plan (School Year 2016-17)

School safety is a primary concern of Westside Preparatory Charter. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Earthquake Preparedness Guide. The school at large has regular fire drill, lock down, and duck and cover procedure rehearsals. The safety plan is reviewed annually and updated to reflect current needs and align with stakeholder input on the Local Control Accountability Plan (LCAP).

## D. 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.

### 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](http://www.saclibrary.org) for more information and directions to the nearest branch.

### Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	2012-2013	2010-2011
Year in PI	Year 1	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	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	29	24	29	-	9	-	27	16	18	-	7	2
Mathematics	28	24	25	1	8	2	14	9	12	4	5	-
Science	29	25	29	-	5	-	13	8	11	1	5	1
Social Science	29	25	29	-	4	-	14	8	1	-	4	1

## Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Westside Preparatory Charter School strives to assist students in their social and personal development. 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 Westside Preparatory Charter 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
Community Liaison	1	0.33
Instructional Support Teacher	1	0.21
Nurse	1	0.3
Psychologist	1	0.3
Resource Specialist Program (RSP) Teacher	1	1.0
Social Worker	1	1.0
Speech and Language Specialist	1	0.75

## School Leadership

Leadership at Westside Preparatory Charter is a responsibility shared between district administration, site principals, instructional staff, students, and families. WPCS By-laws provide the overall charter governance structure related to advisory groups as based on education code requirements and input from stakeholders, as approved by Twin Rivers Board of Trustees.

Student leadership engage students in sharing responsibility with parent/guardians and staff to promote a vibrant and effective learning community. Leadership teams enhance the environment, generate activities and provide a voice for youth across all three campuses.

An Instructional Leadership Team (ILT), made up of teacher leaders and administrators, work closely with staff to ensure high quality instruction. Professional Learning Committees (PLC) meet every other week to plan, analyze and evaluate effective strategies for instruction together based on subject areas. Staff meetings, by campus or whole school, include professional development on instructional practices and curriculum related to student outcomes. Early out Wednesdays provide time every week for either staff or PLC meetings.

The Governance Team is composed of lead teachers from all three campuses and site administrators. Their duties include administration of the WPCS in alignment with the vision of the Charter with input from every parent/guardian, community members, staff and students. The WPCS charter document further outlines the process for shared leadership.

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. 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 high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 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 Preparatory Charter 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.

## Programs and Extracurricular Activities

Westside Preparatory Charter School offers block scheduling in a small school environment to allow for more flexibility and in-depth teaching. The schedule also includes daily physical education and a choice of three enrichment classes; Project Lead the Way, AVID (Advancement Via Individual Determination), and Math Support.

Extracurricular Activities for student enrichment may vary from site to site and may include:

- Field Study Days
- Project Lead the Way
- Field Trips
- Dances
- Assemblies
- Community Service
- Guitar Club
- Chess Club
- Yearbook
- Project-based Learning
- Student Council/Leadership
- Library Media Center
- Sports
- Art
- Drama
- GATE Classes
- Tutoring
- Inter-Campus Skate Nights

## Student Recognition

Students are recognized on a daily and on-going basis. In addition, certificates, dog tags, and sometimes field trips are awarded for honor roll, community service, citizenship, and attendance every trimester. The Presidential Award for academic achievement is also given at the end of each school year. Student Leadership teams from each campus contribute to recognition activities.

## School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$76,051
District	\$71,399
Percentage of Variation	6.5%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	0.3%

## Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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		
2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

## District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$6,281
From Supplemental/Restricted Sources	\$525
From Basic/Unrestricted Sources	\$5,756
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	1.4%

## District Revenue Sources (Fiscal Year 2015-16)

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\*\*
- EIA-LEP
- EIA-SCE
- Carl Perkins
- Quality Education Investment Act
- After School Education & Safety
- Head Start
- Title II
- Title I
- Title III
- Sustain Meaningful Arts
- School and Library Improvement Block Grant\*\*
- Gifted and Talented Education
- Elementary and Secondary School Counseling Program
- Healthy Start
- Medi-Cal
- Arts in Education
- State Lottery
- CA Partnership Academies
- Charter School Fund
- Special Education
- Pupil Retention Block Grant