Valley View Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians 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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Valley View Elementary
Street	3310 W Avenue L-8
City, State, Zip	Lancaster, CA 93536
Phone Number	(661) 943-2451
Principal	Rebecca Davis
Email Address	r.davis@westside.k12.ca.us
Website	http://www.westside.k12.ca.us/schools
County-District-School (CDS) Code	19-65102-6023592

Entity	Contact Information
District Name	Westside Union Elementary School District
Phone Number	(661) 722-0716
Superintendent	Regina Rossall
Email Address	r.rossall@westside.k12.ca.us
Website	www.westside.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Our goal at Valley View Elementary School is to provide a solid education for all students to master Common Core State Standards in an environment that cultivates character, promotes critical thinking, and inspires the love of learning. Our school community embraces a collaborative approach with school staff, students, parents and community. Data will provide the path to the appropriate interventions and enrichment. Valley View staff will point the way for students to risk, grow, and achieve.

This urban-rural community is located in the Antelope Valley approximately 90 miles northeast of Los Angeles. The community is a very diverse one. Some of the area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation and allied people services. Numerous residents commute to the greater Los Angeles area for employment. Edwards Air Force Base, Boeing, Lockheed Aircraft Company, and Northrup Grumman are within close proximity. However, in many areas of the community substantial numbers of families find it difficult to subsist without some sort of public assistance. Many of these wage earners are laborers or seasonal workers, earning less than minimum wage. Finding ways to effectively address the needs of such diversity is just one of the many challenges that the schools of the District must address. Founded in 1959, Valley View Elementary is home to 786 students in grades Transitional Kindergarten through Sixth. The student body includes 33.7% White, 49.4% Hispanic, 10.7% African American, 4.9% Other. Approximately 62.5% of our students are socioeconomically disadvantaged. The mobility of students during the school year is significant. The Valley View staff includes 38 certificated and 59 classified personnel.

Our diverse student population is served through several specialized programs including: Title 1, English Language Learners, GATE and Special Education. Special Education services include Speech and Language, Resource Specialist Program, Three Special Day Classes. We have a full-time vice principal, counselor, school psychologist. Eligible students are able to access School Based Mental Health supports. In June of 2010, Valley View was awarded the California Distinguished School Award. Valley View is AVID Elementary certified, with AVID implemented school wide. The instructional day lasts from 7:45 a.m. to 1:45 for Kindergarten, 1:50 for Grades 1-3 and 1:55 p.m. for Grades 4-6. After school care is provided from 1:50 p.m. to 6:00 p.m. through the City of Lancaster's Valley View Enrichment program.

Reading, language arts, math, science, and history curriculum, instruction and materials are directly aligned to the Common Core State Standards and the district's performance standards. Common Core State Standards-based staff development opportunities are available. Teachers work with the members of their grade level to develop year-long pacing plans to ensure that instruction in the core academic areas will address the standards. Pacing plans are reviewed quarterly. Most grade levels meet regularly to review student work and assessment data to ensure that students are mastering skills addressed by the content standards. Site administrators receive training on the content standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. Staff members continue to work in the area of differentiating instruction to meet the needs of all students, particularly those participating in GATE, ELL and special education. Staff members also continue to work to ensure that the goals and objectives of students receiving special education services are aligned with grade level appropriate content standards.

Staff members have the opportunity to attend staff development to address the alignment of standards, assessed student performance, and professional needs. New Teacher Support along with site administration provide support and instruction for beginning teachers. School site meeting time is used to analyze data, collaborate, presentation and discussion of best practices. Administrative training is offered to administrators and teachers to provide assistance in using formal and informal assessment data to guide and inform instruction.

Valley View school staff believe that all students will learn and staff collaborates and analyzes interventions in order to provide the support. Students having difficulty meeting grade level expectations are offered many opportunities to achieve academic success. Instructional assistants (Title I) work with students in the classroom for supplemental support with a focus on reading development with a goal to have all students reading by the end of third grade. Several grade levels utilize some form of flexible grouping in their classroom to deliver reading and/or language arts instruction to groups of students with similar strengths and challenges. Push-in Resource assistance is available for qualified students at all grade levels. In addition, since our school offers an intervention program designed to meet the needs of students who are struggling as well as provide enrichment opportunities for achieving students through RTI and a focus on level one interventions and small group support. English Language Learners are clustered by proficiency level within each grade level and both designated and integrated EL support in alignment with the ELD standards is monitored by administration and bilingual assistants who support the students in the classroom. Student Success Teams (SSTs) and Child Study Teams (CSTs) are convened to address students who are experiencing difficulty accessing the curriculum despite interventions by the classroom teacher. SSTs consist of the classroom teacher, parent and the principal. CSTs consist of the classroom teacher, parent, the Resource specialist, principal and the school psychologist. Students struggling with reading receive additional support through implementation of the FastForWord and Reading Assistant as well as after school enrichment programs. Students experiencing difficulty in math receive additional support through the implementation of programs with online interventions as well as targeted interventions for students needing more support.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	124
Grade 1	96
Grade 2	129
Grade 3	112
Grade 4	95
Grade 5	129
Grade 6	101
Total Enrollment	786

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	10.7
American Indian or Alaska Native	0.1
Asian	0.9
Filipino	1.3
Hispanic or Latino	49.4
Native Hawaiian or Pacific Islander	0.1
White	33.7
Two or More Races	3.8
Socioeconomically Disadvantaged	62.6
English Learners	9.5
Students with Disabilities	13.5
Foster Youth	2.9
Homeless	5.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	26	26	379
Without Full Credential	3	8	6	55
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Westside Union School District provides all students with textbooks and other instructional materials to support the district's adopted curricular programs. Funding is provided by the state for the acquisition of textbooks and instructional materials that are aligned with State Board adopted content standards in Reading/Language Arts/English Language Development, Mathematics, History/Social Science, and Science. The following are the instructional programs currently adopted by our district:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Houghton Mifflin Splash (2012) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
Mathematics	TK Houghton Mifflin Harcourt, Expressions (2016) K-5 McGraw Hill, My Math (2015) 6-8 Houghton Mifflin Harcourt, Go Math (2015)	Yes	0
Science	K-8 Accelerate Learning, STEMscopes, California	No	0
History-Social Science	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley View students and staff members work diligently to maintain a clean, safe and secure learning environment. The campus is fully fenced. All visitors must sign in at the office. Children who leave during the school day must be signed out through the office. Teachers or instructional assistants supervise all recess, lunch and playground activities. All classrooms are equipped with earthquake and first aid kits.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	40	48	49	50	50
Mathematics (grades 3-8 and 11)	27	26	34	34	38	39

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	435	434	99.77	0.23	40.32
Male	231	231	100.00	0.00	35.93
Female	204	203	99.51	0.49	45.32
Black or African American	53	52	98.11	1.89	23.08
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	212	100.00	0.00	41.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	148	148	100.00	0.00	43.24

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	275	274	99.64	0.36	38.32
English Learners	48	48	100.00	0.00	35.42
Students with Disabilities	69	68	98.55	1.45	13.24
Students Receiving Migrant Education Services					
Foster Youth	15	15	100.00	0.00	6.67
Homeless	54	54	100.00	0.00	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	436	435	99.77	0.23	26.44
Male	232	232	100.00	0.00	30.17
Female	204	203	99.51	0.49	22.17
Black or African American	53	52	98.11	1.89	13.46
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	212	100.00	0.00	23.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	149	149	100.00	0.00	36.24
Two or More Races	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	276	275	99.64	0.36	24.00
English Learners	48	48	100.00	0.00	16.67
Students with Disabilities	69	68	98.55	1.45	8.82
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	15	15	100.00	0.00	13.33
Homeless	54	54	100.00	0.00	33.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.4	21.8	19.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.

2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.

3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message and other written or electronic communications.

4. Develop mechanisms to encourage parent/guardian input on school issues and programs.

5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.

7. Build the capacity of the school and parents/guardians for strong parent involvement by:
   • assisting parents/guardians in understanding such topics as the Common Core State Standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
   • providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
   • educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
   • informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:
   • providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
   • encouraging parents/guardians to monitor their children's school attendance, homework completion, and technology/media viewing
   • build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

Volunteers & Visitors

In order to maximize the safety of our students, this year we will continue to enforce our policies regarding parent access to school.

Volunteers – Non-District personnel who assist regularly in the classroom and/or interact with students.

Volunteers will be provided with a Photo-ID upon clearance from the District of all Volunteer requirements.

Volunteers are:

Classroom Helpers

PTA Event Volunteers

School Site Council

Volunteers must:
- Have TB test on file with the District
- Have Fingerprints on file with the District
- Check in with the office upon arrival
- Display the Volunteer Photo-ID at all times
- Be pre-arranged with the Classroom Teacher or PTA Board

Visitors – Non-District personnel who are on campus for the purpose of a one-time function or one-time classroom visit.

Visitors may not enter the cafeteria during the lunch period or be on the playground during recess.

Visits are:
- PTA Functions
- Awards Assemblies
- Scheduled Classroom Observations
- Scheduled Teacher Conferences during non-instructional time.
- Making a payment on student's lunch account. (This cannot occur while food service is open to students.)
- Etc.

Visitors must:
- Pre-Arrange visit with Classroom Teacher
- Sign-in at the front office.
- Display Visitor's badge at all times
- Proceed immediately to their stated destination

Any person not identified as a Volunteer or Visitor will not be permitted access to the school campus.

Valley View offers parent activities such as Latino Family Literacy, Open House events, AVID Family Workshops, STEM Nights, and other curriculum supported parent outreach programs.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	3.3	2.9	2.6	2.6	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

In compliance with Senate Bill 187 and Education Code 35294.6 each Westside School has developed a comprehensive safety plan. The elements of this plan include disaster preparedness and procedures. The Emergency Preparedness Plan is reviewed with the staff and students yearly. Routine emergency preparedness drills are conducted monthly to ensure the safety and well being of students and staff in the event that there is a need for such an evacuation.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25	1	5		30		4		30		4	
1	28		3		25		5		28		3	
2	29		3		27		4		26		5	
3	25	1	4		30		3		22	1	4	
4	28		4		31		3		30		3	
5	31		3		32		2	2	30		4	
6	24	2	4		32		3		27	1	3	
Other**	29		1		10	4			9	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	786.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,579	$2,720	$6,859	$76,150
District	N/A	N/A	$6,859	$77,864.00
Percent Difference - School Site and District	N/A	N/A	0.0	-2.2
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-9.0	-8.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

A range of academic and social emotional supports exist for Westside students, many of which are unique to individual school sites, tailored to meet the needs of the members of each school community. Many of these supports are provided by counselors (district and/or community-based), school psychologists, school nurses, specialists in Speech/Language/Hearing, adaptive physical education teachers, or behavior specialists.

Student Study and Child Study Teams assist students experiencing academic and/or social emotional challenges, those with special needs, and with assessing eligibility for placement in special classes and/or recommending specialized services as needed. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

Twelve counselors provide a range of support services for Westside students. Programs and services are developed and provided based on student data (such as referrals for threatening or self-harm behaviors and academic intervention letters) and the needs of the school site. Often these programs build upon the skills and habits of mind that are nurtured and developed in Leadership Development through Physical Education (LDTPE), AVID, and Boys Town. Examples of counseling programs include specific groups for strong-willed students, grief groups, groups for students who are exhibiting signs and behaviors due to trauma, academic organization groups (addressing academic organization of assignments, goals, and expectations), and community outreach and service clubs such as Student Ambassadors or Kindness Club. School counselors are assisted by a cadre of Campus Climate Assistants, highly trained paraprofessionals who provide social emotional support and structure for students during more unstructured parts of the school day like recess and lunch. Counselors and Educational Service staff members collaborate regularly with community agencies to facilitate alignment and coordination of resources and supports for students and their families.

The district continues to collaborate with the Department of Mental Health to coordinate with local mental health agencies to provide School Based Mental Health services at all school sites for eligible students.

Behavior specialists provide student and staff support for students needing intensive behavior support and/or intervention.

Bilingual paraprofessional support staff provide assistance in the classroom for English Learners. Bilingual assistants receive ongoing professional development in the areas of strategies to support students learning English within the classroom; review of district wide academic programs supporting English Learners; specialized language practice used for translation during parent/teacher conferences; protocols for English Learner identification; and criteria for student reclassification.

Several programs, designed to build students' emotional intelligence and capacity and to promote positive and proactive social decision making, reduce bullying, and build an inclusive culture continue to be implemented districtwide. Two of these are BoysTown (implemented in grades Kindergarten through 8) and Leadership Development through Physical Education for students in grades 4, 5, and 6.

A variety of online mathematics (i.e. Big Brains and ALEKS) and reading intervention (i.e. FastForWord) programs are accessible for students. In addition to being used during the school day, students can also access these programs from home. These online interventions are site-specific.

A variety of extended learning opportunities like before/after school tutoring and/or lunchtime Learning Lab support were offered at all sites. Learning Labs provide support with homework and opportunities for collaborative learning sessions. Tutoring may provide review of foundational skills, frontloading of key skills and concepts, and/or homework assistance. Five days of intersession support is provided for middle school students during each spring and summer intersession. An Extended School Year program is available during the first part of summer intersession for those students with disabilities who qualify. A traditional district wide summer school program was on hold for the summer of 2018 due to significant maintenance and repairs at school sites. In lieu of the summer school program for elementary students, optional interactive Summer Learning Kits were purchased for parents and caregivers to use with their students over the summer intersession. The Kits contained games, tools, and materials to sharpen and support reading, writing, and math skills. Additionally, the district offered its third summer KinderCamp during the summer. The three-day experience was designed to provide an opportunity for incoming Kindergarteners and their parents to learn about Kindergarten expectations in a day camp-type environment.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,544	$45,741
Mid-Range Teacher Salary	$81,072	$81,840
Highest Teacher Salary	$104,940	$102,065
Average Principal Salary (Elementary)	$128,172	$129,221
Average Principal Salary (Middle)	$128,388	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$239,626	$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	52	57	80

Westside Union School District offers on-going professional learning and training opportunities for teachers, administrators, and para-educators.

The goal of professional learning is to provide staff members the support that they need to meet the diverse educational needs of Westside students. The key area of focus for professional development and support for the 2018-2019 school year was the use of assessment data, particularly common formative assessment data, to guide and inform instruction.

Teachers, classified instructional classroom support staff, and site administrators are provided four days of professional development each year. These days are calendared work days. For all groups, two of the days are dedicated to issues and needs related specifically to our English Learners, foster youth, or other at-risk students. For teachers and site administrators, two of the four days are devoted to building their capacity to use data, particularly formative assessment data, to inform instruction. For classified instructional staff, two days were devoted a to a variety of topics including trauma-informed support for at-risk youth; BoysTown; Leadership Development through Physical Education; and meeting the academic needs of students with exceptional needs.

Teachers are also encouraged to engage in optional professional learning opportunities that relate to their specific teaching assignment. Teachers are compensated at a contractual hourly rate for their participation in these sessions.

Similar opportunities are provided for our site administrators. Most regularly attend applicable ACSA Academies. 70% of the district's site administrators completed an ACSA academy during the 2018-2019 school year.

New Social Studies/History materials were adopted spring 2018. All Kindergarten–6th grade teachers, Special Day Class (SDC), and middle school m teachers received training in the newly adopted materials during the 2018-2019 school year.

Work in building assessment literacy of teachers continues to be an area of focus. During the 2018-2019 school year Data Teams from four the district's school sites met regularly with a consultant from the International Center for Leadership and Learning to build their capacity to use formative assessment to guide and inform daily instruction.

Professional learning opportunities are provided through a variety of formats including conference/institute attendance, in-district training delivered by consultants and or district staff members with release time for teachers, staff meetings, and individual and small group coaching. Curriculum Resource Teachers, under the direction of the Director of Curriculum and Instruction, provide much of the individual and small group coaching support. This is especially true in the area of integration of classroom technology tools to support teaching and learning. During the 2018-2019 school year a cadre of teacher leaders served as instructional coaches at the school sites. These site-level teacher instructional leaders support their colleagues in utilizing instructional strategies that promote equitable access of the district's curricular programs for low income, foster, and English Learner youth.

Instructional administrators meet monthly to share best practices related to areas of instructional focus and leadership for meaningful change in educational systems. All instructional administrators are encouraged to (and supported in) participating in professional learning opportunities to deepen their instructional leadership talents and skills, including the professional academies sponsored by ACSA, the Association of California School Administrators.

More than a quarter of the district's teachers are new to the field, with less than five years of teaching experience. The district has developed a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. New teachers are assigned a mentor/coach dependent upon their credential status. Support providers, mentors, and coaches in the program are veteran teachers who have been released full-time from their classroom responsibilities. Every new teacher is supported weekly at their site by their mentor/coach with the focus of support being aligned to their goal and individual support plan. Full time administrators/coaches also support the pre-interns and interns based upon the requirements of their university's memorandum of understanding and the requirements of the CTC. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs. Teachers holding a Preliminary credential are supported by teachers on special assignment who serve as full time Support Providers. Those holding a Preliminary credential attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs). For veteran teachers needing additional support, the Peer Assistance and Review (PAR) program is designed to improve the education of students by providing opportunities for additional training for all teachers.