

# Westside Union 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	Westside Union Elementary
Street	659 K Street
City, State, Zip	Los Banos, CA 93635
Phone Number	(209) 827-9390
Principal	Joe McColloch
Email Address	jmccolloch@losbanosusd.k12.ca.us
Website	<a href="http://www.losbanosusd.k12.ca.us/wues/">http://www.losbanosusd.k12.ca.us/wues/</a>
County-District-School (CDS) Code	24 65755 6116156

Entity	Contact Information
<b>District Name</b>	Los Banos Unified School District
<b>Phone Number</b>	(209) 826-3801
<b>Superintendent</b>	Mark Marshall
<b>Email Address</b>	mmarshall@losbanosusd.k12.ca.us
<b>Website</b>	www.losbanosusd.k12.ca.us

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

Los Banos Unified School District has thirteen schools and enrolls approximately 11,042 students. The district includes eight elementary schools, two junior high school (7-8), two comprehensive high schools and two alternative high schools (9-adult).

Westside Union Elementary School is one of 8 elementary schools. It is located at the site of the original high school built in 1897. The site became a junior high school in 1967, changed to an intermediate school in August 1999 and became an elementary school in 2007.

Westside Union Elementary School is a preschool through 6th grade school on a traditional calendar. Westside Elementary School has a current enrollment of 721 students in K-6 and 45 students in preschool.

### VISION

Children are our future. We are dedicated to their academic and social success.

### MISSION

To achieve our vision, we will prepare our students to become independent, responsible, learners who are active participants in their education. Together, all staff, supported by the home and community will instill the skills and the determination necessary to be lifelong learners. Thus, establishing an engaging, collaborative learning environment where students persevere at reaching social and academic excellence.

### SCHOOL MOTTO

Treat people the way you want to be treated and make great choices, even when no one is looking!

Westside Union Elementary School has committed to the fundamental belief that it takes a community effort to raise children to become responsible, contributing adults. Our mission is focused on addressing the academic, emotional and social needs of all students with respect, tolerance, and integrity as our main values. We expect Westside students to demonstrate trustworthiness, truthfulness, active listening, and positive encouragement to exhibit their personal best. Our academic vision is that all students will show growth toward achieve grade-level standards.

Our school is characterized by a strong sense of camaraderie and commitment to excellence. Student welfare is at the heart of all we do at Westside. The non-threatening environment and caring atmosphere provide many avenues for on-going, informal decision making for all who are connected with Westside.

Westside Union Elementary School focuses on student achievement and works to match the curriculum to District and Common Core Standards. Teachers identify essential content standards and set goals for students. Teachers also use data to assist in their lesson planning. The purpose of our educational program is to prepare students to be life-long learners and reach their potential in the world of work and higher education.

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	105
Grade 2	95
Grade 3	94
Grade 4	91
Grade 5	89
Grade 6	101
Total Enrollment	675

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	4
Asian	1.5
Filipino	0.3
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	0.7
White	15.6
Two or More Races	2.4
Socioeconomically Disadvantaged	74.2
English Learners	31.4
Students with Disabilities	13.3
Foster Youth	0.3
Homeless	

**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	31	28	28	447
Without Full Credential	1	1	2	48
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: September 12, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA - Houghton Mifflin Reading: Medallion Ed, 2010 (K-6) - 06/2010 ELD - Houghton Mifflin Reading: Medallion Ed English Language Development, 2010, (K-6) - 06/2010	Yes	0
Mathematics	Macmillan /McGraw Hill, CA Mathematics, CA Ed 2007 (K-6) - 12/2008 Houghton Mifflin Harcourt, Go Math National, 2012 (K-1) - 6/2013	Yes	0
Science	Houghton Mifflin Harcourt Science Fusion 2008 (K-6) - 5/2007	Yes	0
History-Social Science	Pearson Scott Foresman, History Social Science for California, 2006 (K-5) - 05/2006 Holt, Rinehart & Winston, Ancient Civilization 2006 (6th gr) - 5/2006	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The most recent site inspection took place in July 2019. Fifteen components were inspected throughout the 18 designated areas of the campus. Repairs were required in one of the components. The school's overall rank was determined "Good", with a 96.20 % rating. As per the Williams Settlement, Westside Union Elementary facilities are in good repair. The facilities are clean, safe and functional. Classrooms and restrooms are cleaned daily.

The A and B exterior buildings need to be painted and the ramp to C4 needs to be repaired. The roof on the A and B wing needs to be replaced. Grounds, minor dry spots in the field, playground, D-Wing, Gym, E-wing are all in good condition.

Los Banos Unified has a work order process in place that ensures efficient service and that repairs are completed in a timely manner. Work orders are submitted and are completed as time and funding allows. Williams compliance items are given priority.

### 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:** July 23, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Grass has dry spots. Exterior of A and B wing need painting. Ramp on room C4 needs to be repaired. Roof on A and B wing needs to be replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	44	53	38	39	50	50
Mathematics (grades 3-8 and 11)	38	49	23	26	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	366	356	97.27	2.73	53.09
Male	189	182	96.30	3.70	51.10
Female	177	174	98.31	1.69	55.17
Black or African American	12	12	100.00	0.00	25.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	281	97.23	2.77	53.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	45	97.83	2.17	55.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	272	267	98.16	1.84	50.94
English Learners	147	143	97.28	2.72	50.35
Students with Disabilities	60	53	88.33	11.67	16.98
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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	365	356	97.53	2.47	48.88
Male	189	182	96.30	3.70	57.14
Female	176	174	98.86	1.14	40.23
Black or African American	12	12	100.00	0.00	33.33
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	288	281	97.57	2.43	45.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	45	97.83	2.17	64.44
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	271	267	98.52	1.48	45.32
English Learners	147	143	97.28	2.72	44.76
Students with Disabilities	60	53	88.33	11.67	16.98
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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	23.2	17.1	11.0

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)

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Westside Union Elementary School provides many opportunities for parent involvement in the School:

- The School Site Council meets regularly throughout the year and formally visits the classrooms once a year.
- Westside English Learners Advisory Committee meets once a month.
- Westside Parent Club meets once a month.
- Westside offers two sessions of Parenting Partners a year in both Spanish and English. Parenting Partners offers 8-week parenting classes to 40 Westside parents a year.
- Westside offers Latino Literacy Classes twice a year. This program gives parents the skills and knowledge to assist their students with reading.
- Westside offers Rosetta Stone to all District Parents daily.
- Adult members of the community are invited to our campus on Career Day to share information with our students.
- Awards assemblies recognizing student achievement and attendance are held three times a year and parents are invited to attend.
- Parents are invited to Back-to-School Night in the fall and Open House in the spring. These events allow parents to visit classrooms and speak with their children's teachers.

Please contact Joe McColloch, Principal, at (209) 827-9390 for details on how to get involved.

### 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
<b>Suspensions</b>	4.1	1.8	1.7	5.8	5.7	6.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.1	0.0	0.2	0.2	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Westside Union Elementary School is committed to providing students with a safe learning environment. Classified staff, certificated staff and administrators are assigned to supervise students before school, during recess, lunch, and after school prior to bus pickup.

- All emergency drills are reviewed at the beginning of the school year and reviewed throughout the school year. At the end of each drill administration does a debrief on the drill being conducted.
- The Westside Union Elementary School Safety Plan was reviewed and updated in August 2019.
- The School Safety Plan addresses the response to all emergency drill and student, parent, and staff safety.
- The School Safety Plan addresses all emergency drills. Emergency Drills are conducted on a monthly basis.
- All Visitors must register in the office and are given "Visitor" badges to wear.
- Westside Union has a zero tolerance for drugs, alcohol and no weapons on campus.
- All gates are locked during school hours and visitors must enter through the school office.

## 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	26	2	4		22	3	3		25		4	
1	28	1	3		28		4		25		4	
2	29		3		28		3		30		3	
3	30		3		23	1	3		30		3	
4	29		4		26		3		28		3	
5	33		1	2	33			3	28		3	
6	24	1	3		27	1	2	1	33			3
Other**	12	1							14	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	3.0

\*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.

### 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	8,934	1,874	7,060	80,480
District	N/A	N/A	9,524	70,071
Percent Difference - School Site and District	N/A	N/A	-29.7	13.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-6.1	-1.9

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)

In an effort to help all students gain academic success, Westside Union Elementary School offers several programs and supplemental services which are funded through categorical programs.

- After-school intervention is provided through supplemental educational services in Language Arts and Math.
- Westside has an established Reading Lab that offers reading pull-out intervention to support students performing below grade level.
- A full time and part time Intervention Support Instructor provides professional development in Literacy Training and strategic intervention in reading for students in grades first through third.
- Literacy Level Intervention reading teachers pull students for reading service.
- A resource teacher provides support to teachers in English Language Development.
- Inclusion Specialists provide support to students on Individual Education Plans through, Corrective Reading System 44, Read 180 and best teaching practices.
- Several computer-based programs such as Rosetta Stone, Accelerated Reader, Basic Skills, Imaging Learning and Literacy, Imagine Math and Imagine Math Facts are used to support student learning.
- Westside offers a Summer Reading program for all Westside Students. Our school library is open and books are available for students and parents to check out books over the summer.
- Westside offers Summer School for grades 3rd through 6th with a focus on math and academic language development.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$51,374
Mid-Range Teacher Salary	\$	\$80,151
Highest Teacher Salary	\$	\$100,143
Average Principal Salary (Elementary)	\$	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$	\$143,746
Superintendent Salary	\$	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	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	3	3	2

Westside Elementary School staff development is driven by numerous forms of assessments and data. they include Smarter Balance Test Results, Monthly Guided Reading Scores, District Benchmark Assessments, English Language Proficiency scores, and staff input. In the past three years, our primary focus has been on Literacy and Academic development at all grade levels.

In the 2017/18 school year, our focus was with an emphasis on writing. We have been focused on the different writing genres (narrative, opinion/argumentative and informational), the writing standards, writing rubrics (Smarter Balanced and Lucy Calkins) and analyzing student writing samples. In the 2018-19 school year, we will continue our focus on writing.

However, the 2018 Westside Elementary Professional Development focus will be on Mathematics. 2018 School-wide Smarter Ballance scores dropped 4.2 % overall in 2018 and in 2019 increased 12.3% overall so Westside has contracted with Math Solutions to support teachers in grades 2nd through 6th with a math coach and ongoing professional development in math.

- Certificated staff members participate in 12 grade-level collaboration meetings each year where teachers share instructional strategies and analyze student data.
- Certificated staff members participate in 8 professional learning community days planned and organized by the administration to facilitate on-going professional development.
- Certificated staff members participate in 2 district-wide Professional Development days with the content provided by the district with a focus on math.
- Math Solutions coach will meet 6 times a year with each teacher to model lessons, observe and give feedback to individual teachers.
- Math Solutions coach will provide professional development 6 days a year to Westside staff in mathematics.
- Certificated staff members have the opportunity to attend professional development conferences, District Training, and Site Training.