

# Westside Elementary School

## 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 Elementary School   |
| Street                            | 19191 West Excelsior Ave.    |
| City, State, Zip                  | Five Points, CA 93624-0398   |
| Phone Number                      | (559) 884-2492               |
| Principal                         | Baldomero Hernandez          |
| Email Address                     | bhernandez@westside-elem.com |
| Website                           | www.westside-elem.k.ca.us    |
| County-District-School (CDS) Code | 10 62547 6007421             |

| Entity         | Contact Information          |
|----------------|------------------------------|
| District Name  | Westside Elementary School   |
| Phone Number   | (559) 884-2492               |
| Superintendent | Baldomero Hernandez          |
| Email Address  | bhernandez@westside-elem.com |
| Website        | www.westside-elem.k.ca.us    |

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

### Principal's Message

The mission of the Westside School District is to offer the finest education possible to its students to prepare them to be productive and happy citizens. We accomplish this by creating a learning environment that engages students and teachers in a rich, meaning-centered, thinking curriculum that provides powerful teaching and learning. The overreaching belief is that all children can master challenging content and acquire complex problem-solving skills. High standards are expected of all students. State-aligned curriculum and instruction provide a comprehensive instructional program for all students. Revised student expectations reflect outcome-based criteria and assure alignment with state standards from preschool through eighth grade.

### School Mission Statement

We are the builders of the future, providing a positive learning environment which is centered on students, directed by teachers, and supported by home and community. We are empowering students to become lifetime learners.

### School Vision Statement

To create unique individuals; to ensure that each child will experience optimal social, academic, and physical success through a challenging and progressive child-centered educational program in a safe and healthy learning environment.

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

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 21                 |
| Grade 1          | 20                 |
| Grade 2          | 26                 |
| Grade 3          | 17                 |
| Grade 4          | 23                 |
| Grade 5          | 18                 |
| Grade 6          | 23                 |
| Grade 7          | 21                 |
| Grade 8          | 19                 |
| Total Enrollment | 188                |

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

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Hispanic or Latino              | 100                         |
| Socioeconomically Disadvantaged | 94.7                        |
| English Learners                | 73.9                        |
| Students with Disabilities      | 11.7                        |
| Foster Youth                    | 1.1                         |
| 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<br>2017-18 | School<br>2018-19 | School<br>2019-20 | District<br>2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential   | 8                 | 9                 | 10                |                     |
| Without Full Credential  | 4                 | 2                 | 1                 |                     |
| Teaching Outside Subject Area of Competence (with full credential) | 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: 9/2019

All textbooks at Westside Elementary School are state-adopted and approved. The district adheres strictly to the adoption cycle for purchasing textbooks. All students are provided with their own copy of all textbooks in the area of reading/language arts, math, science, and history/social science to use at school and at home.

The textbook committee at Westside Elementary School consists of teachers and of various grade levels and subject-matter specialization. The textbooks previewed are from the adopted list and are generally presented for review at the Fresno County Office of Education. Once the committee members have reached a decision, it is brought to the superintendent/principal, who then finalizes the process.

Westside Elementary School offers an after-school program in which all students are able to participate.

| Subject                | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts  | HMH Journeys for K-5, Collections 6-8 and Escalade for 4-8 EL adopted 2016  | Yes                        | 0  |
| Mathematics            | Math Expressions, Houghton Mifflin Harcourt (K-5), adopted in 2014<br><br>Big Ideas Math, Harcourt (6-8), adopted in 2014 | Yes                        | 0  |
| Science                | Carolina Science (K-5), adopted in 2018<br><br>Amplify Science (6-8), piloted for 2019-2020                               | Yes                        | 0  |
| History-Social Science | Studies Weekly -K-5, My World Interactive 6-8 Pearson 2018  | Yes                        | 0  |

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

Westside Elementary is a small rural one school (Prek-8) district located in the western part of Fresno County. Westside Elementary is approximately forty-five minutes southwest of the city of Fresno. The surrounding areas are predominately ranches and acres of farmland with many Mexican immigrants providing the labor force behind the agricultural operations. Westside Elementary School provides educational services to the many children from those Mexican immigrant families. The school district strives to meet the many needs of the children, as well as provide enriching experiences. Our basic services include a free breakfast and lunch for all students and bus transportation to all of the outlying ranches. We are also a magnet for groups wishing to donate food, clothing, and school supplies to our students and their families. Westside Elementary School consists of a Superintendent/Principal, a vice-principal/programs director, a school secretary, and district business staff, twelve classroom teachers, one resource specialist, one English Language Development teacher/instructional coach.

The teachers are assisted by six instructional aides. In addition, there is a State Preschool on site.

Westside Elementary is committed to providing enriching, educational field trips for our students. These include the Fresno Chaffee Zoo, Big Fresno Fair, and Riverdale Pumpkin Patch and Ag Days for the Primary Grades. While progressing through grades 4-8, each student will at some time have the opportunity to visit Mission San Juan Bautista, Regional Learning Center/"Five Mile Camp" in Sonora, Camp Ocean Pines in Cambria, the Monterey Bay Aquarium, and the Youth Educational Services in Disneyland. The students also have many other opportunities to experience other enrichment activities, such as riding the Amtrak to visit the Train Museum on Old Town Sacramento. Westside Elementary School also provides numerous reward incentives for students as well. As rewards for academic accomplishments (Honor Roll), and Positive Behavior ("WILD"), students can attend trips and programs that include trips to Artes America Case de Cultura, bowling, Fresno State Downing Planetarium, and Fresno Grizzlies Make the Grade. Westside Elementary School is also committed to the parents of the many students we serve. The school has developed an instructional English program for the parents within the district wanting to learn English. The school has purchased the Rosetta Stone program for the parents wanting to learn English. A district employee is currently leading a group of twenty-five parents every Monday for two hours in the evening, in addition, the district also provides childcare for those parents needing childcare in the school's library. Westside Elementary School is continually providing services, programs, and enrichment activities for the many students and families it serves to better ensure the opportunities for success.

### 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: 8/2019**

| 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   | Replacing ceiling tiles is ongoing.   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good   | Removing all tree branches and trimming trees. Ongoing                                |
| <b>Electrical:</b> Electrical   | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good   | Repair toilet not functioning properly upper grade wing. Repaired                     |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good   | Numerous gopher holes, Raised sidewalks. Ongoing to be addressed with remodel project |
| <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<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 10                | 22                | 28                  | 35                  | 50               | 50               |
| Mathematics<br>(grades 3-8 and 11)                    | 10                | 11                | 12                  | 14                  | 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<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | 118                 | 117              | 99.15             | 0.85                     | 22.22                         |
| Male                                | 68                  | 68               | 100.00            | 0.00                     | 11.76                         |
| Female                              | 50                  | 49               | 98.00             | 2.00                     | 36.73                         |
| Black or African American           |                     |                  |                   |                          |                               |
| American Indian or Alaska Native    |                     |                  |                   |                          |                               |
| Filipino                            |                     |                  |                   |                          |                               |
| Hispanic or Latino                  | 118                 | 117              | 99.15             | 0.85                     | 22.22                         |
| Native Hawaiian or Pacific Islander |                     |                  |                   |                          |                               |
| Two or More Races                   |                     |                  |                   |                          |                               |
| Socioeconomically Disadvantaged     | 109                 | 109              | 100.00            | 0.00                     | 19.27                         |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| English Learners                              | 100              | 99            | 99.00          | 1.00               | 17.17                   |
| Students with Disabilities                    | 18               | 18            | 100.00         | 0.00               | 11.11                   |
| 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                                  | 118              | 118           | 100.00         | 0.00               | 11.02                   |
| Male  | 68               | 68            | 100.00         | 0.00               | 8.82                    |
| Female  | 50               | 50            | 100.00         | 0.00               | 14.00                   |
| Black or African American                     |                  |               |                |                    |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 118              | 118           | 100.00         | 0.00               | 11.02                   |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| Two or More Races                             |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 109              | 109           | 100.00         | 0.00               | 9.17                    |
| English Learners                              | 100              | 100           | 100.00         | 0.00               | 8.00                    |
| Students with Disabilities                    | 18               | 18            | 100.00         | 0.00               | 5.56                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| 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<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>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<br>Meeting Four of Six<br>Fitness Standards | Percentage of Students<br>Meeting Five of Six<br>Fitness Standards | Percentage of Students<br>Meeting Six of Six<br>Fitness Standards |
|-------------|--|--|---|
| 5           | 9.5  | 28.6   | 14.3  |
| 7           | 15.8   | 21.1   | 10.5  |

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)

There is a group of parents at Westside Elementary School who are very involved in the education of their children: The School Site Council (SSC) and District and English Learner Advisory Committee (DELAC) all meet mandatory participation rate of parents. They encourage parents to visit the school to become familiar with the curriculum and school programs. Parents do meet with teachers at least once a year to discuss children's academics. Parents attend Harvest Festival, Back to School night and Open House in large numbers. Parents are also invited to attend all school assemblies and music programs throughout the school year.

For more information on how to become involved at the school, please contact Dolores Ramirez, Community Aide and Library Aide, at (559) 884-2492.



## 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<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 0.0               | 0.9               | 1.0               | 0.0                 | 0.1                 | 0.1                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 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)

Westside Elementary School revises the school safety plan yearly. Parents may obtain a copy of the plan by visiting the district office; a copy is readily available. The safety plan encompasses any sudden, unanticipated events that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death (such as earthquakes, fires, intruders, suicide and suicide risk, and physical attack). The plan includes identifying what is a crisis, who is in charge, procedures for general crisis intervention, training for the safety team, a phone tree, designated school site and alternative sites if needed, recordkeeping forms, and special safety codes. Westside also utilizes The Blackboard for mass information distribution.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2018.

## 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<br>Average<br>Class<br>Size | 2016-17<br># of<br>Classes*<br>Size<br>1-20 | 2016-17<br># of<br>Classes*<br>Size<br>21-32 | 2016-17<br># of<br>Classes*<br>Size<br>33+ | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| <b>K</b>       | 21                                  | 1   | 1  |  | 18                                  | 2   |  |  | 21                                  |   | 1  |  |
| <b>1</b>       | 19                                  | 1   |  |  | 22                                  |   | 1  |  | 20                                  | 1   |  |  |
| <b>2</b>       | 23                                  |   | 1  |  | 19                                  | 1   |  |  | 26                                  |   | 1  |  |
| <b>3</b>       | 20                                  | 1   |  |  | 24                                  |   | 1  |  | 18                                  | 1   |  |  |
| <b>4</b>       | 22                                  |   | 1  |  | 21                                  |   | 1  |  | 22                                  |   | 1  |  |
| <b>5</b>       | 23                                  |   | 1  |  | 26                                  |   | 1  |  | 19                                  | 1   |  |  |
| <b>6</b>       | 20                                  | 1   |  |  | 23                                  |   | 1  |  | 23                                  |   | 1  |  |
| <b>Other**</b> |                                     |   |  |  |                                     |   |  |  |                                     |   |  |  |

\*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.

## 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                                   | 15345                        | 3427                                | 11918                                 | \$51847                |
| District                                      | N/A                          | N/A                                 |                                       | \$53,714.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 0.0                                   | -8.6                   |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$64,941.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 50.3                                  | -22.2                  |

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)

Westside Elementary School District received a total of \$275,520 in state and federal categorical funds. The following is a list of federal and state funded programs that are provided to students:

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher Quality
- Title III, Part A, Limited English Proficient (LEP) Students
- Rural Education Achievement Program (REAP)
- Special Education
- After School Education and Safety (ASES) Program: Provides after school programs with academic support, educational enrichment, physical activity and a nutritious snack in a safe environment. The program is available on each regular school day until at least 6 p.m.

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

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$39,200        | \$45,252                                     |
| Mid-Range Teacher Salary                      | \$59,592        | \$65,210                                     |
| Highest Teacher Salary                        | \$71,188        | \$84,472                                     |
| Average Principal Salary (Elementary)         | \$0             | \$107,614                                    |
| Average Principal Salary (Middle)             | \$0             | \$112,242                                    |
| Average Principal Salary (High)               | \$0             | \$   |
| Superintendent Salary                         | \$97,819        | \$124,686                                    |
| Percent of Budget for Teacher Salaries        | 22%             | 31%  |
| Percent of Budget for Administrative Salaries | 11%             | 7%   |

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 |         |         |         |

Westside Elementary has provided opportunities for all teachers to attend various professional-development activities during the school year. Professional development for our HMH Reading/Language Arts program, "Journey's", "Collections" and Escalate English. Professional development will include continued training in this curriculum for teachers who have experienced the first year with it, as well as for the new teachers. Professional Development will continue in math, as well as student engagement strategies, and the roll out of the Next Generation Science Standards - for which our plan calls for purchasing additional supplies and materials in order to make science truly hands-on, STEM based. Finally, new Social Studies Standards and Frameworks will begin to be introduced by the state, and we will set aside time for introducing teachers to those as well. Teachers are encouraged to attend Fresno County Office of Education workshops and in-services, Cullinan Education Center and High Point training. Westside Elementary devotes three days during each school year to staff development. Also, every first and third Tuesday are early release days. Teachers meet for grade-level discussion, and the vice principal schedules FCOE presenters in different areas of need.