

Valley View Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	r.davis@westside.k12.ca.us
Web Site	http://www.westside.k12.ca.us/schools
CDS Code	19-65102-6023592

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

School Description and Mission Statement (School Year 2017-18)

School Description

This urban-rural community is located in the Antelope Valley approximately 90 miles northeast of Los Angeles. The community is a very diverse one. Many 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 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 currently serves 800 students in grades Kindergarten through sixth.

Our diverse student population is served through several specialized programs including: School Improvement, Title 1, English Language Learners, GATE and Special Education. Special Education services include Speech and Language, Resource Specialist Program, Four Special Day Classes. Two of the Special Day Classes serves all district students grades K-6 experiencing extreme emotional and/or behavioral difficulties which impact their ability to access the curriculum.

In June of 2010 Valley View was awarded the California Distinguished School Award. Valley View Elementary is a certified AVID Elementary School.

The instructional day lasts from 7:45 a.m. to 1:50 p.m. for Kindergarten, 1st, 2nd and 3rd grade and from 7:40 a.m. to 1:55 p.m. for 4th, 5th and 6th grade. After school care is provided from 1:50 p.m. to 5:30 p.m. through the City of Lancaster's Valley View Enrichment program.

Mission Statement

Our mission at Valley View is to educate all students to achieve mastery of the Common Core State Standards in an environment that cultivates character, promotes critical thinking, and inspires the love of learning. 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	144
Grade 1	114
Grade 2	97
Grade 3	124
Grade 4	117
Grade 5	118
Grade 6	109
Total Enrollment	823

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	1.5
Hispanic or Latino	44.3
Native Hawaiian or Pacific Islander	0.2
White	36.9
Two or More Races	4.1
Socioeconomically Disadvantaged	57.8
English Learners	9.6
Students with Disabilities	11.2
Foster Youth	2.8

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	33	28	328
Without Full Credential	2	1	3	52
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	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 2017-18)

Year and month in which data were collected: October 2017

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 Harcourt School Publishers, Reflections California Series (2006) 6-8 McDougal Littell California Middle School Social Studies Series (2006)	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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	41	48	47	48	48
Mathematics (grades 3-8 and 11)	18	22	34	32	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	471	469	99.58	40.72
Male	239	239	100	35.15
Female	232	230	99.14	46.52
Black or African American	49	49	100	26.53
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	205	99.51	41.46
White	183	182	99.45	43.41
Two or More Races	17	17	100	23.53
Socioeconomically Disadvantaged	269	267	99.26	31.84
English Learners	47	46	97.87	30.43
Students with Disabilities	77	76	98.7	7.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	17	16	94.12	18.75

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	471	469	99.58	21.54
Male	239	239	100	23.85
Female	232	230	99.14	19.13
Black or African American	49	49	100	12.24
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	205	99.51	18.05
White	183	182	99.45	27.47
Two or More Races	17	17	100	17.65
Socioeconomically Disadvantaged	269	267	99.26	16.48
English Learners	47	46	97.87	15.22
Students with Disabilities	77	76	98.7	6.58
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	17	16	94.12	0

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	46	55	70	68	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2	25	24.2

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	3.6	1.6	3.6	4.0	2.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2007-2008
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		3		30		4		25	1	5	
1	30		4		31		3		28		3	
2	29		3		29		4		29		3	
3	30		4		32		3		25	1	4	
4	29		3		31		3	1	28		4	
5	31		3		32		2	1	31		3	
6	28		4		26	1	3		24	2	4	
Other	11	2			11	2			29		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.592	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,971	\$2,405	\$6,567	\$77,596
District	N/A	N/A	\$6,567	\$78,073
Percent Difference: School Site and District	N/A	N/A	0.0	-0.6
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-0.1	-1.0

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

Types of Services Funded (Fiscal Year 2016-17)

A range of academic and social emotional supports exist for students.

Extended learning opportunities like before/after school tutoring and/or lunch time Learning Lab support are offered at all sites. Learning Labs provide support with homework and opportunities for collaborative learning sessions. Tutoring may address review of foundational skills, frontloading, and/or homework assistance. Ten days of intersession support is provided for middle school students during each spring and summer intersession. During 2017, 10 days of hands-on, project-based summer intersession support, including an English Learner Summer Bridge, was provided for qualifying students. A 20-day extended school year program is available for those students with disabilities who qualify.

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.

Bilingual paraprofessional support staff provide assistance in the classroom for English Learners.

280 students received Supplemental Educational Services (SES) during the 2015-2016 school year. Supplemental Educational Services provided additional academic instruction designed to increase the academic achievement of students in schools that have not met State targets for increasing student achievement (adequate yearly progress) for three or more years. SES was provided in the form of after school tutoring. With the reauthorization of the Elementary and Secondary Education Act (ESEA), now referred to as the Every Student Succeeds Act (ESSA), SES has been discontinued.

Counselors, school psychologists, school nurses, specialists in Speech/Language/Hearing and adaptive physical education teachers, and a district behavior specialist are available to provide a wide variety of support services for students. Elementary counseling support has been increased over the past three years. Counselors address the social-emotional needs of students exhibiting at risk behaviors through site based programs that provide individual, small group, and large group support. They also provide ongoing outreach to families. 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 partner and collaborate regularly with community agencies to facilitate alignment and coordination of resources and supports for students and their families.

School Based Mental Health support, provided by community counselors and therapists, is available at school sites for those students who are eligible to participate in the program.

A behavior specialist provides student and staff support for students needing intensive behavior support and/or intervention.

Several district programs have been implemented which explicitly increase students' emotional intelligence. These programs and activities will promote positive and proactive social decision making, reduce bullying, and build an inclusive culture. 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.

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,893	\$48,678
Mid-Range Teacher Salary	\$76,248	\$78,254
Highest Teacher Salary	\$98,696	\$96,372
Average Principal Salary (Elementary)	\$116,519	\$122,364
Average Principal Salary (Middle)	\$120,741	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$222,163	\$212,818
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Professional Development

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. To that end, professional learning opportunities target four major areas of instructional focus for the 2015-2016 school year:

- critical reading and writing in and across all content areas
- inquiry grounded in evidence from text and other sources
- rigor and real-world application in all content areas
- integration of technology by teachers and students through lesson presentations and student products

Teachers, classified instructional classroom support staff, and site administrators are provided four days of professional development. 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 to a variety of topics including trauma-informed support for at-risk youth; BoysTown; Leadership Development through Physical Education.

Three early release days are provided district grade level (elementary) and/or department (middle school) meetings. These sessions provide opportunities for staff to collaborate with colleagues from other schools.

Teachers are encouraged to engage in paid professional learning opportunities. During the 2017-2018 school year Westside teachers participated in 1500 such opportunities. Similar opportunities are provided for our site administrators. Most regularly attend applicable ACSA Academies. All site and district level administrators completed ACSA's Equity Academy during the 2016-2017 school year.

Teachers participate annually in three districtwide grade level (at the elementary level) or department (at the middle school level) meetings during which they are provided the opportunity to share best practices with colleagues from other school sites.

Deepening staff members' understanding of the new state standards in English Language Arts and mathematics and the Next Generation Science Standards and best practices associated with the effective implementation of these standards has been a major emphasis for the past three years. All K- 6 teachers (general education and special education) and administrators received training in the Westside Writing program. All 6th – 8th grade teachers received training through the Los Angeles County Office of Education in the Next Generation Science Standards. These professional learning opportunities have improved the quality of the district's instructional program by improving its alignment with the new state standards.

During 2014–2015 all Kindergarten–5th grade teachers and site administrators participated in Math Solutions' Number Talks training. Targeting essential understandings about numbers and operations, this professional learning opportunity introduced participants to models and tools that support student reasoning, understanding and proficiency required in the state standards for Operations and Algebraic Thinking and Numbers and Operations in Base Ten while providing a structure for students to communicate their mathematical thinking.

New mathematics instructional materials were adopted spring 2015. All Kindergarten–6th grade teachers, Special Day Class (SDC), and middle school mathematics teachers received training in the newly adopted materials during the 2015–2016 school year. New English Language Arts/English Language Development materials were adopted spring 2016. Professional development around the best practices in the use of the materials was provided throughout the 2016 school year.

AVID has proven to be a highly effective program in helping staff and students address the district's areas of instructional focus at both the elementary and secondary level. AVID's kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas. All Westside middle schools and eight of ten elementary programs are AVID-certified. There are AVID-trained teachers at each of the district's twelve sites. Over the past three years more than 250 teachers and instructional administrators have attended at least one three-day AVID Summer Institute. 70% of middle school teachers attended a content-specific training provided by AVID Center or the Los Angeles County Office of Education. 41 staff members attended AVID Summer Institute in the summer of 2015.

All middle school and elementary sites have a cadre of teachers who have received training in Project Lead the Way (middle) or Launch! (elementary) training. Project Lead the Way is a hands-on STEM (science, technology, engineering, and math) curriculum that nurtures and develops students' problem-solving and critical thinking skills through the investigation of real-world problems. There are three phases to Project Lead the Way professional development: Readiness, Core, and On-going training. Westside teachers are provided the opportunity to participate in the phase most appropriate for them.

Teachers and administrators at six sites: Anaverde Hills, Cottonwood, Del Sur, Quartz Hill, Sundown, and Valley View continued their professional learning and coaching around explicit direct instruction with the Total Educational Systems Support (TESS) Consulting Group. This work has been ongoing since the 2013 school year and continued at Quartz Hill and Valley View during the 2016 school year. Additionally, all new teachers receive training in explicit direct instruction and the FAST framework.

2015-2016 saw the inception of a multi-district, multi-year project aimed at building capacity to provide curriculum and instructional supports aligned to the state standards for English Language Arts and mathematics and statewide assessments. A cadre of Westside teachers collaborated with colleagues from across the Antelope Valley to partner with the Los Angeles County Office of Education and the Stanford Center for Assessment, Learning, and Equity to participate in the Building Educator Assessment Literacy (BEAL) project. The project seeks to build teacher capacity and knowledge around the Common Core State Standards (CCSS) by giving teachers an opportunity to practice scoring student responses to the performance task component of the new Smarter Balanced Assessment Consortium assessments.

During the past two years teachers have also had the opportunity to participate in the Technology Enhanced Arts Learning (TEAL) project. The project uses a blended learning (online and in-person) approach to build capacity in arts education providing teachers with the tools and resources that they need to integrate the visual and performing arts into their day-to-day instruction. Professional learning opportunities in this area are expected to continue during the 2017–2018 school year.

Districtwide implementation of BoysTown’s Well-Managed Schools continues. The Well-Managed Schools program introduces participants to the Boys Town Education Model®, a school-based intervention program that provides all students with the positive behavior support they need to succeed.

The Model is a proactive, people-centered solution to classroom challenges that empowers students and staff to create and sustain a positive school culture. Initial training is supported with in-class coaching. Additionally, several certificated and classified staff members have participated in a more intensive 5-day Specialized Classroom Management training and administrators in the Administrative Intervention® training.

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.

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. During the 2016-2017 school year all principals, vice principals, Cabinet members, and certificated directors and coordinators participated in ACSA’s Equity Leader’s Academy, designed to build leadership capacity around cultural proficiency.

Several programs are available to assist our newest teachers. The New Teacher Induction Program (formerly Beginning Teacher Support and Assessment Program (BTSA)/Induction), a state-mandated program, pairs beginning teachers who are in the process of completing credentialing requirements with an experienced teacher. The district also provides Individual and group coaching support and an extensive slate of professional learning opportunities are provided for new teachers who are working toward earning a preliminary credential. 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. Westside teachers utilize these programs with the goal of accomplishing the highest level of success for our students.