

# Valley View Elementary

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Valley View Elementary
<b>Street</b>	3310 W Avenue L-8
<b>City, State, Zip</b>	Lancaster, CA 93536
<b>Phone Number</b>	(661) 943-2451
<b>Principal</b>	Rebecca Davis
<b>E-mail Address</b>	r.davis@westside.k12.ca.us
<b>Web Site</b>	<a href="http://www.westside.k12.ca.us/schools">http://www.westside.k12.ca.us/schools</a>
<b>CDS Code</b>	19-65102-6023592

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

### **School Description and Mission Statement (School Year 2018-19)**

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

This urban-rural community is located in the Antelope Valley approximately 90 miles northeast of Los Angeles. The community is a very diverse one. Some of the area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation and allied people services. Numerous residents commute to the greater Los Angeles area for employment. Edwards Air Force Base, Boeing, Lockheed Aircraft Company, and Northrup Grumman are within close proximity. However, in many areas of the community substantial numbers of families find it difficult to subsist without some sort of public assistance. Many of these wage earners are laborers or seasonal workers, earning less than minimum wage. Finding ways to effectively address the needs of such diversity is just one of the many challenges that the schools of the District must address.

Founded in 1959, Valley View Elementary is home to 791 students in grades Kindergarten through Sixth. The student body includes 36.2 % White, 47.2% Hispanic, 10.4% African American, 5.7% Other. Approximately 58% of our students are socioeconomically disadvantaged. The mobility of students during the school year is significant. The Valley View staff includes 36 certificated and 57 classified personnel.

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

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	120
<b>Grade 1</b>	129
<b>Grade 2</b>	112
<b>Grade 3</b>	92
<b>Grade 4</b>	126
<b>Grade 5</b>	121
<b>Grade 6</b>	101
<b>Total Enrollment</b>	801

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	0.9
Hispanic or Latino	47.2
Native Hawaiian or Pacific Islander	0.1
White	36.2
Socioeconomically Disadvantaged	60.4
English Learners	9.7
Students with Disabilities	12.0
Foster Youth	2.0

**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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	28	26	343
Without Full Credential	1	3	8	66
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** October 2018

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:

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	TK Houghton Mifflin Splash (2012) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
<b>Mathematics</b>	TK Houghton Mifflin Harcourt, Expressions (2016) K-5 McGraw Hill, My Math (2015) 6-8 Houghton Mifflin Harcourt, Go Math (2015)	Yes	0
<b>Science</b>	K-8 Accelerate Learning, STEMscopes, California	No	0
<b>History-Social Science</b>	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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<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	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: October 2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41.0	45.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	27.0	32.0	34.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	438	98.43	44.75
Male	229	224	97.82	39.73
Female	216	214	99.07	50.00
Black or African American	46	45	97.83	22.22
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	215	211	98.14	41.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	164	162	98.78	54.94
Two or More Races	11	11	100.00	54.55
Socioeconomically Disadvantaged	279	273	97.85	35.53
English Learners	50	48	96.00	25.00
Students with Disabilities	66	63	95.45	17.46
Foster Youth	13	12	92.31	58.33

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	426	95.52	26.82
Male	230	219	95.22	28.44
Female	216	207	95.83	25.12
Black or African American	47	45	95.74	13.33
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	215	207	96.28	24.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	164	156	95.12	34.19
Two or More Races	11	11	100	9.09
Socioeconomically Disadvantaged	280	265	94.64	22.73
English Learners	50	47	94	23.4
Students with Disabilities	66	60	90.91	10
Foster Youth	13	12	92.31	33.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.2	23.3	25.0

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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	3.6	1.6	3.3	4.0	2.6	2.6	3.7	3.7	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 2018-19)

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

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	30		4		25	1	5		30		4	
<b>1</b>	31		3		28		3		25		5	
<b>2</b>	29		4		29		3		27		4	
<b>3</b>	32		3		25	1	4		30		3	
<b>4</b>	31		3	1	28		4		31		3	
<b>5</b>	32		2	1	31		3		32		2	2
<b>6</b>	26	1	3		24	2	4		32		3	
<b>Other</b>	11	2			29		1		10	4		

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

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)	.593	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,353	\$2,293	\$7,060	\$76,145
District	N/A	N/A	\$7,060	\$78,098
Percent Difference: School Site and District	N/A	N/A	0.0	-2.5
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	7.1	-2.9

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 2017-18)**

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

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

Counseling support has been increased over the past three years. Many of the programs and services provided by counselors are unique to each school site. Programs include specific groups for strong-willed students, grief groups, students who are exhibiting signs and behaviors due to trauma, academic organization groups (addressing academic organization of assignments, goals, and expectations), community leaders to work on outreach and support, and clubs such as Student Ambassadors or Kindness. Counselors develop groups based on student data (such as referrals for threatening or self-harm behaviors and academic intervention letters) and the needs of the school site, and they embed the skills used school wide in Leadership Development Through Physical Education, AVID, and Boys Town. 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.

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

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

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

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

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

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

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,670	\$50,084
Mid-Range Teacher Salary	\$79,482	\$80,256
Highest Teacher Salary	\$102,882	\$100,154
Average Principal Salary (Elementary)	\$121,629	\$125,899
Average Principal Salary (Middle)	\$125,877	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$228,112	\$222,447
Percent of Budget for Teacher Salaries	36.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)**

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 2016-2017 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

Added to this list during the 2017-2018 school year, and serving as the key area of professional development and support for the 2018-2019 school year is:

- use of assessment data, particularly common formative assessment data, to guide and inform instruction.

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

Teachers are also encouraged to engage in optional professional learning opportunities that relate to their specific teaching assignment. Teachers are compensated at a contractual hourly rate for their participation in these sessions. During the 2016-2017 school year Westside teachers participated in 1300 such opportunities; 1500 during the 2017-2018.

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. 80% of the district's site administrators are participating in an ACSA academy during the 2018-2019 school year.

Deepening staff members' understanding of the 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. (Six Westside Writing teacher trainers have been certified and Thinking Maps Trainer of Training in order to incorporate Thinking Maps into the district 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.

New English Language Arts/English Language Development materials were adopted spring 2016. All Kindergarten–6th grade teachers, Special Day Class (SDC), and middle school mathematics teachers received training in the newly adopted materials during the 2016-2017 school year.

Districtwide implementation of AVID has proven to be a highly effective 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. There are AVID-trained teachers at each of the district's twelve sites. AVID training and support is robust and ongoing. Teachers and administrators participate regularly in professional development opportunities provided by Educational Services staff members, LACOE, and AVID. Day-to-day professional development is supported by the AVID school site team. Each AVID school site team participates in four AVID Collaborative Rounds (4 days for each site), which focuses on the cycle of continuous growth and improvement. Time is dedicated to implementation walks, the development of site goals, analysis of data/findings, and documentation of next steps. Team collaboration and support will continue in the same manner for the 2018-2019 school year.

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.

Work in building assessment literacy of teachers continued during the 2017-2018 school year. Elementary teachers (both general education and special education) participated in two days of assessment literacy training led by the Director of Curriculum and Instruction and her staff. This work built upon the work done with LACOE's BEAL (Building Educator Assessment Literacy), Stanford's Center for Assessment, Learning, and Equity (SCALE), and Leadership and Learning's Data Teams work started in 2016-2017. During the 2018-2019 school year Data Teams from four the district's school sites meet regularly with a consultant from the International Center for Leadership and Learning to build their capacity to use formative assessment to guide and inform daily instruction.

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, SDC teams (teachers and paraprofessionals) from classrooms with students faced with severe behavioral challenges several certificated and classified staff members participate in a more intensive 5-day Specialized Classroom Management training. Site administrators have completed the Administrative Intervention® training.

The district has developed a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. Full-time release support for general education and special education interns was implemented during the 2016-2017 school year with great success. The program was further modified during the 2017-2018 school year to include full-time release support providers for participants in the New Teacher Induction Program. New teachers are assigned a mentor/coach dependent upon their credential status. Every new teacher is supported weekly at their site by their mentor/coach with the focus of support being aligned to their goal and individual support plan. Full time administrators/coaches also support the pre-interns and interns based upon the requirements of their university's memorandum of understanding and the requirements of the CTC. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs. Teachers holding a Preliminary credential are supported by teachers on special assignment who serve as full time Support Providers. Those holding a Preliminary credential attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs). For veteran teachers needing additional support, the Peer Assistance and Review (PAR) program is designed to improve the education of students by providing opportunities for additional training for all teachers.

Professional learning opportunities are provided through a variety of formats including: conference/institute attendance, in-district training delivered by consultants and or district staff members with release time for teachers, staff meetings, and individual and small group coaching. Curriculum Resource Teachers, under the direction of the Director of Curriculum and Instruction, provide much of the individual and small group coaching support. This is especially true in the area of integration of classroom technology tools to support teaching and learning. During the 2017-2018 school year the district began developing and supporting a cadre of teacher leaders to serve as instructional coaches at the school sites. These site-level teacher instructional leaders will support their colleagues in utilizing instructional strategies that promote equitable access of the district's curricular programs for low income, foster, and English Learner youth.

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