

# Valley View Elementary

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<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>Email Address</b>	<a href="mailto:r.davis@westside.k12.ca.us">r.davis@westside.k12.ca.us</a>
<b>Website</b>	<a href="http://www.westside.k12.ca.us/schools">http://www.westside.k12.ca.us/schools</a>
<b>County-District-School (CDS) Code</b>	19-65102-6023592

## District Contact Information (School Year 2020-2021)

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

## School Description and Mission Statement (School Year 2020-2021)

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 at large. 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 697 students in grades Transitional Kindergarten through Sixth. The student body includes 33% White, 48% Hispanic, 12% African American, 6% Other. Approximately 61.6% of our students are socioeconomically disadvantaged. The mobility of students during the school year is significant. The surrounding neighborhoods that feed students into Valley View Elementary School are within close distance. Because Valley View is within the geographical area of several apartments, the school has become transient due to the number of students that move in and out during the school year. Although student transiency affects our school, there are core families that have been within Valley View Elementary throughout generations. The Valley View staff includes 32 certificated teachers, and 59 classified personnel.

Our diverse student population is served through several specialized programs including: Title 1 intervention support, English Language Learner support, and Special Education. Special Education services include Speech and Language, Resource Specialist Program, Two Special Day Classes. We have a full-time principal, vice principal, counselor, school psychologist. Our ELL students and parents have access to two bilingual aides who are directed by administration, and general education teachers. Eligible students are able to access School Based Mental Health supports. Valley View's instructional team uses a wide variety of academic strategies to meet the needs of the students using a comprehensive system a Multi-Tiered Support System (MTSS) focusing on developing direct instruction along with interventions. The Westside Union School District's adopted curriculum is: Journeys for TK-5th grade reading program and Study Sync for our 6th grade program. Math curriculum is My Math for our TK-5th grade reading program and Go Math for 6th grade. Our science curriculum adoption is through Elevate Science and our social studies curriculum is My World curriculum. Westside Union recently adopted IXL computer intervention program to identify student needs.

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. During the transition to distance learning, our students have 1:1 devices, and are more familiar with using Google classroom and other Google Suite programs, as well as use of Zoom and other programs to support distance learning.

Reading, language arts, math, science, and history curriculum, instruction and materials are directly aligned to the State Standards and the district's performance standards. State Standards-based staff development opportunities are available. Teachers work with the members of their grade level to develop year-long pacing plans to ensure that instruction in the core academic areas will address the standards. Pacing plans are reviewed quarterly. Most grade levels meet regularly to review student work and assessment data to ensure that students are mastering skills addressed by the content standards. Site administrators receive training on the content standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. Staff members continue to work in the area of differentiating instruction to meet the needs of all students, particularly those participating in ELL and special education. Staff members also continue to work to ensure that the goals and objectives of students receiving special education services are aligned with grade level appropriate content standards. Staff members have the opportunity to attend staff development to address the alignment of standards, assessed student performance, and professional needs. New Teacher Support along with site administration provide support and instruction for beginning teachers. School site meeting time is used to analyze data, collaborate, presentation and discussion of best practices. Administrative training is offered to administrators and teachers to provide assistance in using formal and informal assessment data to guide and inform instruction.

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

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	111
Grade 1	109
Grade 2	109
Grade 3	117
Grade 4	116
Grade 5	95
Grade 6	106
<b>Total Enrollment</b>	<b>763</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	11.7
Asian	1.3
Filipino	1.4
Hispanic or Latino	48.1
Native Hawaiian or Pacific Islander	0.1
White	33.2
Two or More Races	4.2
Socioeconomically Disadvantaged	62.1
English Learners	8.3
Students with Disabilities	12.3
Foster Youth	2.4
Homeless	8.5

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	26	30	350
Without Full Credential	8	6	2	45
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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-5 Savvas Realize, California Elevate Science, 2020  6-8 Amplify Science California, 2020	Yes	0
<b>History-Social Science</b>	K-5 Pearson, My World California (2019)  6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0

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

## School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	49	N/A	50	N/A
Mathematics (grades 3-8 and 11)	26	N/A	34	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	26	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate							82.7	83	84.5

**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**

(data collected between July through June, each full school year respectively)

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

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.5	2.8	
<b>Expulsions</b>	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>K</b>	30		4		30		4		28		4	
<b>1</b>	25		5		28		3		26		4	
<b>2</b>	27		4		26		5		27		4	
<b>3</b>	30		3		22	1	4		27		4	
<b>4</b>	31		3		30		3		28		4	
<b>5</b>	32		2	2	30		4		31		3	
<b>6</b>	32		3		27	1	3		33			1
<b>Other**</b>	10	4			9	2			9	3		

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	763

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.1

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,434	\$3,056	\$7,378	\$75,079
District	N/A	N/A	\$7,378	\$78,979
Percent Difference - School Site and District	N/A	N/A	0.0	-5.1
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-4.9	-11.4

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

## Types of Services Funded (Fiscal Year 2019-2020)

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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. These supports are provided by counselors (district and/or community-based), school psychologists, school nurses, specialists in Speech/Language/Hearing, adaptive physical education teachers, or behavior specialists.

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

Ten counselors provide a range of support services for Westside students. Programs and services are developed and provided based on student data (such as referrals for threatening or self-harm behaviors, grades, and attendance) and the needs of the school site. The counseling program was developed using the Multi-Tiered Multi-Domain System of Support Framework (MTMDSS), which supports the components of the American School Counselor Association. As part of the comprehensive supports, all students receive Tier 1 lessons that focus on social/emotional development, attendance, and college and career readiness. Additionally, social-emotional and character development programs build upon the skills and habits of mind that are nurtured and developed in Leadership Development through Physical Education (LDTPE), Advancement Via Individual Determination (AVID), and Boys Town. Examples of counseling Tier 2 support programs may include specific groups for strong-willed students, students experiencing grief, coping skills for students exhibiting behaviors due to trauma or anxiety, and academic supports such as organization and time management. Counselors are also involved in community outreach and service clubs such as Student Ambassadors or Kindness Clubs. School counselors are assisted by a cadre of Campus Climate Assistants, trained paraprofessionals who provide social-emotional support and structure for students during more unstructured parts of the school day such as recess and lunch. Counselors and Educational Service staff members collaborate regularly with community agencies to facilitate alignment and coordination of resources and supports for students and their families. Additional services include referrals to School-Based Mental Health Services. These services are provided at all Westside school sites for eligible students.

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

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

NWEA Map Growth assessment system has been actively used across the district since the spring of 2018. NWEA Map Growth is a computer adaptive, standards-based diagnostic assessment designed to measure student achievement in the moment and growth over time. Teachers use this data to design instructional experiences tailored to build on areas that need support and to accelerate areas of academic strength for children. NWEA data informs district, site, and grade level Professional Learning Communities, yearlong planning, classroom instruction, and all tiered systems of support and intervention.

Academic interventions across the district and at varying school sites are provided for students working below standards may include:

- Academic tutoring, either before or after school, which may include frontloading of academic concepts and/or homework assistance.
- Learning Lab support during lunch hours.
- Classroom aides leveraged to support small group instruction.

Each school site has at least one bilingual assistant to support continual communication with parents of English learners. The bilingual assistants play a large role in the outreach to parents. They encourage participation in advisory groups, such as ELAC and DELAC, and arrange parent/teacher conferences. Bilingual assistants are able to provide translated services at IEP meetings, Child Study Team meetings, and parent/teacher conferences. Additionally, the bilingual assistants translate messages to parents including mass phone messages, emails, and flyers. Site bilingual assistants also continue to run parent outreach programs to support literacy, such as the Latino Literacy Project. Bilingual assistants provide ongoing support within the classroom to English learners.

District bilingual assistants are responsible for notifying parents through required notifications, reclassifying English learners, and providing the state assessments (both the Initial ELPAC and Summative ELPAC). Services are ongoing during the shift to virtual instruction.

When students enroll, English learners are placed into support classes at the middle school. These classes include instruction in designated ELD as well as content support.

New students, based on the Home Language Survey, that are awaiting the Initial ELPAC to determine English Language Acquisition Status, are presumed English learners until that assessment can be completed.

School supplies and backpacks are provided as needed to foster youth, students experiencing homelessness or financial hardships and are available for distribution at school sites. Assistance with transportation services is available through communication with the homeless liaison and/or foster liaison. These liaisons continue collaboration with local agencies, such as the LACOE Foster/Homeless Collaborative, Department of Mental Health, and local homeless shelters.

#### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,435	\$51,004
<b>Mid-Range Teacher Salary</b>	\$82,693	\$82,919
<b>Highest Teacher Salary</b>	\$107,038	\$104,604
<b>Average Principal Salary (Elementary)</b>	\$132,769	\$131,277
<b>Average Principal Salary (Middle)</b>	\$133,043	\$136,163
<b>Average Principal Salary (High)</b>		\$128,660
<b>Superintendent Salary</b>	\$244,268	\$230,860
<b>Percent of Budget for Teacher Salaries</b>	34.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	6.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	57	80	65

Data-driven professional learning communities, effective data teams, standards-based instruction, and implementation of a comprehensive district assessment plan are all foundational systems needed to build and maintain a cycle of continuous improvement. Differentiated professional learning development to support the growth and efficacy of professional learning communities and data teams continued to be a district priority during 2019-2020. Professional learning communities and/or data teams exist at all sites. Teams use their work with data to align instruction with state standards, use data to inform instructional practices, deliver differentiated instruction to address individual student needs, and ultimately to increase collective teacher efficacy. This work was extremely critical in the district wide implementation of standards-based grading at all elementary sites this year. Sites new to the work received direct coaching/mentoring support from a consultant from the International Center for Leadership in Education. During the 19-20 school year, two additional areas of professional learning included Critical Reading and Making Sense of Mathematics. Paid professional development opportunities were offered prior to the start of the 19-20 school year in these areas and cohorts of grade level teachers participated in ongoing instructional coaching throughout the school year.

Due to the COVID-19 pandemic, the need for professional development to support a comprehensive and accessible virtual learning program has been critical for the 20-21 school year. Over the summer, 35 teachers and 9 administrators participated in 3 days of Advancement Via Individual Determination (AVID) DigitalXP training focusing on high-leverage engagement strategies to implement through technology and interactive applications. The training focused on using technology supports to build student involvement, increase student motivation, and create opportunities for inquiry driven lessons through a virtual format. The trained staff from across the district will continue to partner with their site AVID leadership teams to build the capacity of other teachers at their school sites. Between August 3 and August 7, the district provided five full days of professional development for teachers prior to the return of students on August 10, 2020. All site administrators collaborated in teams to design and deliver approximately eight hours of professional development around the following common themes as outlined in SB 98. The themes are divided into three components:

1. Student Engagement & Checking for Understanding, Universal Lesson Design & Common Platform Use
2. Assessment & Differentiation, Serving English Learners & Students with Exceptional Needs
3. Supporting Social-Emotional Well-Being & Parent Engagement.

Within the five days of training, lead teachers provided six hours of instruction on leveraging the digital resources and tools within the adopted curriculum for English language arts, math, social studies, and science. Additional teacher choice professional development, approximately 12 hours, were available on topics including:

- Using Google Apps for Education
- Developing distance learning classroom management strategies
- Using Adobe products for teaching and learning
- Managing NWEA assessment through remote proctoring
- Using programs to enhance learning such as Screencastify and Bitmoji
- Planning for Standards-based grading
- Using the IXL online intervention system
- Using Hyperdocs and Choice Boards
- Training on the yearlong Virtual Program online Acellus system

All professional development was recorded and posted with accompanying PowerPoint slides for future reference and for additional on-demand training. The recorded sessions are available to all staff on the district intranet page. As an additional resource for all teachers and administrators, the district purchased copies of *The Distance Learning Playbook: Teaching for Engagement and Impact in Any Setting* by Doug Fischer, Nancy Frey, and John Hattie. Site administrators are using this resource as a framework to guide professional learning throughout the course of the year.

At the district level, three full-time curriculum resource teachers are dedicated to supporting district wide technology integration, curriculum, assessment, learning management systems, and ongoing professional learning on a daily basis. They provide independent support as well as group workshops for teachers, parents, and students. They collaborate with peers, publishers, vendors, local agencies, and the Los Angeles County Office of Education to ensure all district professional learning is current and relevant.

Professional development for classified staff members will include many of the same distance learning trainings as the certificated staff. As instructional assistants move into virtual classrooms through breakout sessions or provide individual/small group support, they need training in the area of Google Classroom, Zoom, Google Meet, and as well several other application based virtual programs. Staff training will be scheduled throughout the year to meet the various needs.

Moving forward from the 20-21 school year to the 21-22 school year, the district recognizes how the pandemic has and will continue to exacerbate pupil learning loss at significant levels for our low income, foster youth, homeless, English learners, and students with exceptional needs. As a result, the district will be providing implicit bias training for all district employees in the spring of the 20-21 school year. This training will provide the foundation and context for our continued work around equity.