

Hillview Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Hillview Middle School
Street	40525 Peonza Lane
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 722-9993
Principal	Jordon Holmes
Email Address	jordon.holmes@westside.k12.ca.us
School Website	www.westside.k12.ca.us/hv
Grade Span	6-8
County-District-School (CDS) Code	19-65102-6110837

2024-25 District 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
District Website	www.westside.k12.ca.us

2024-25 School Description and Mission Statement

School Description

Hillview Middle School is located in the southwest portion of the Antelope Valley in the community of Palmdale. Westside Union School District, covering approximately 360 square miles of high desert of California, is located in the southwest portion of the Antelope Valley in the community of Palmdale. Westside Union School District has an enrollment of approximately 9600 students from Kindergarten through 8th grade.

2024-25 School Description and Mission Statement

Hillview was built in 1993 and serves students from the surrounding communities of west Palmdale and west Lancaster. Hillview has approximately 1,100 6th, 7th, and 8th-grade students. Students from four elementary schools feed into Hillview. In addition, Hillview currently has approximately 187 students in attendance on transfers from inside or outside of the District boundaries. The school buildings consist of one main building composed of 18 regular classrooms, two science labs, a library, a home economics room, an art room, a wood-shop room, a technology lab, a computer lab, and a cafeteria. There is also one meeting/conference room, a speech room, two offices for the counselors, ELL room, and the administrative offices. In addition, there are 16 relocatable classrooms (which include a music/band room, and a gymnasium with boys' and girls' locker rooms and a dance room.) The school includes grass and concrete play areas with equipment and a patio with picnic tables.

Sixth-grade students who attend Hillview participate in the 6th-grade Honors Academy. These students are selected from a lottery after meeting the requirements which include: 1) 3.0 GPA or higher each semester during 4th and 5th grade with no D or F grades or students on a Standards-Based report card must have 2-4 scores each semester during 4th and 5th grade. 2) Meets or Exceeds Standards on 4th and 5th grade ELA & Math State Tests as well as the MAP NWEA. 3) An average of 10 or fewer absences when looking at both 4th and 5th grade. These students are exposed to a rigorous curriculum, STEM elective classes, and are eligible to participate in all middle school activities. Hillview also has a program to work with the district's middle school Moderate/Severe Special Day class students. These special needs students are served in three different classrooms of about ten students each; however, many work with our elective and PE programs and interact with and work with our general education 6th, 7th, and 8th graders. Our special needs students have the opportunity to participate in a reverse inclusion PE class and an inclusion sports league. Hillview Middle School is also a Special Olympics Unified Champion School.

Hillview offers a strong core curriculum. Most curricular classes have numerous offerings including support classes and advanced classes. Our entire school is networked, and wired and wireless internet access is available across the campus. Classrooms have ViewSonic ViewBoards, wireless document cameras, sets of Chromebooks, and each teacher has a laptop for flexible learning opportunities. A high emphasis is placed on an education that provides for every student to become skilled in the use of technology, computers, and industrial technology. Students have the opportunity to participate in numerous elective classes including computers, design and modeling, band, art, industrial arts (wood shop), Automation & Robotics, AVID, Model UN, and home economics. Numerous clubs, academic teams, tutoring programs, and interscholastic sports provide opportunities for students to participate and interact with each other outside of the regular school day.

Hillview's diverse student population is served through funding with dollars from the state, LCFF (from a district level), Title I, money raised through ASB, and donations. Allocations provide funds for materials, equipment, and programs to meet the various needs of our students. Staff, teachers, and parents, in conjunction with the School Site Council, allocate funds based on student needs and the educational goals of the school.

Mission Statement

The mission of Hillview Middle School is to ensure that all students will be prepared to reach high levels of academic achievement as determined by district, state, and national standards. All Students will have access to a college preparatory pathway and be encouraged to participate in school activities. Hillview Middle School will help students become educated, responsible citizens. Hillview works with the AVID program to support student achievement. AVID's mission is to close the achievement gap by preparing all students to succeed in education and a global society.

Hillview Middle School 6th Grade Honors Academy will provide academic challenges with accelerated expectations. Classroom activities and curriculum will have real world applications in a collaborative environment, enhanced by technology and hands-on activities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	107
Grade 7	433
Grade 8	489
Total Enrollment	1,029

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	3.3
Black or African American	9.8
Filipino	2
Hispanic or Latino	56.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.1
White	22.3
English Learners	5.8
Foster Youth	0.9
Homeless	5.3
Migrant	0.4
Socioeconomically Disadvantaged	55.4
Students with Disabilities	15.7

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.50	83.36	293.50	82.05	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.65	17.20	4.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.10	5.22	13.90	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.41	6.80	1.93	12115.80	4.41
Unknown/Incomplete/NA	2.90	7.29	26.10	7.30	18854.30	6.86
Total Teaching Positions	40.20	100.00	357.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.90	83.41	290.50	80.73	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.30	21.10	5.89	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	3.83	13.10	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	4.42	7.70	2.16	11953.10	4.28
Unknown/Incomplete/NA	2.80	6.99	27.10	7.55	15831.90	5.67
Total Teaching Positions	40.70	100.00	359.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.20	86.91	290.00	83.64	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	1.97	14.40	4.17	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	4.93	17.80	5.16	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.49	3.20	0.92	11746.90	4.23
Unknown/Incomplete/NA	2.30	5.69	21.10	6.10	14303.80	5.15
Total Teaching Positions	40.50	100.00	346.70	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.10	1.50	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.10	1.50	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80	0
Local Assignment Options	1.30	1.00	0.2
Total Out-of-Field Teachers	1.30	1.80	0.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.90	5.4	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.50	0	2.3

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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:

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK California - Teaching Strategies, The Creative Curriculum (2023) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
Mathematics	TK California - Teaching Strategies, The Creative Curriculum (2023) K-8 Imagine Learning, Illustrative Mathematics (2021)	Yes	0
Science	K-5 Savvas Realize, California Elevate Science, 2020 6-8 Amplify Science California, 2020	Yes	0
History-Social Science	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

Hillview Middle School provides a safe, secure, comfortable and clean environment for learning. We are committed to the health and safety of our students, staff and volunteers. To help maintain a closed campus, students and visitors are signed in and out through the office during school hours. The halls and playground are monitored by classified and certificated staff. The intercom and site radios are used as an aid to communicate with staff members and students. Designated bells provide alerts for students and staff members.

Westside School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. Currently there are no deferred maintenance projects scheduled for Hillview Middle School. Installed new HVAC and roofs for the permanent building in 2010.

A team of custodians ensures that all classrooms and facilities are clean, safe and in good working order. The district has developed a cleaning process that is utilized by the school ensuring uniform procedures. A work order process is used to provide efficient service and ensure that emergency repairs are given the highest priority. At the time the report was published, 100 percent of restrooms on campus were in good working order.

Twenty-one concentrated photovoltaic solar panels were installed in 2013.

Year and month of the most recent FIT report

10/24/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			114: Dry wall repair, ext door card reader. 121: Dry wall, 2 tiles. Rm. 101: 1 Tile, Ripped carpet square. Rm. 104: Torn tack board, ripped carpet square.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			114: Dry wall repair, ext door card reader.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		109: 2 Tiles. 113: 2 Tiles. 119: 3 Tiles. 121: Dry wall, 2 tiles. 507: 3 Tiles. 508: 2 Tiles. 514: 1 Tile. 519: 1 Tiles. 520: 2 Tiles. Library: 3 Tiles. Rm. 101: 1 Tile, Ripped carpet square. Rm. 102: 2 tiles. Rm. 105: 3 tiles.

School Facility Conditions and Planned Improvements

				Wood Shop: 2 Tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	51	50	45	45	46	47
Mathematics (grades 3-8 and 11)	31	33	30	31	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1005	998	99.30	0.70	49.65
Female	485	481	99.18	0.82	57.38
Male	520	517	99.42	0.58	42.44
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	88.57
Black or African American	104	103	99.04	0.96	26.21
Filipino	21	21	100.00	0.00	85.71
Hispanic or Latino	562	562	100.00	0.00	47.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	46.94

White	227	223	98.24	1.76	56.05
English Learners	45	45	100.00	0.00	2.27
Foster Youth	11	11	100.00	0.00	18.18
Homeless	53	53	100.00	0.00	30.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	566	561	99.12	0.88	39.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	158	156	98.73	1.27	10.90

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1006	996	99.01	0.99	33.33
Female	485	479	98.76	1.24	32.57
Male	521	517	99.23	0.77	34.04
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	74.29
Black or African American	104	103	99.04	0.96	20.39
Filipino	21	21	100.00	0.00	57.14
Hispanic or Latino	563	561	99.64	0.36	29.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	48	97.96	2.04	39.58
White	227	223	98.24	1.76	38.12
English Learners	46	46	100.00	0.00	2.17
Foster Youth	11	11	100.00	0.00	9.09
Homeless	53	53	100.00	0.00	20.75
Military	--	--	--	--	--

Socioeconomically Disadvantaged	567	560	98.77	1.23	24.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	159	157	98.74	1.26	7.01

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.19	24.62	28.72	27.54	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	472	470	99.58	0.42	24.68
Female	229	229	100.00	0.00	24.45
Male	243	241	99.18	0.82	24.90
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	80.00
Black or African American	60	60	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	245	244	99.59	0.41	19.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	22.73
White	118	117	99.15	0.85	29.06
English Learners	27	27	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	3.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	263	262	99.62	0.38	17.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	83	81	97.59	2.41	8.64

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96	98	97	97	98

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Many opportunities exist for parent involvement in the Westside Union School District and at Hillview. Parents and the community are very supportive of the educational program at the District and Hillview. Numerous programs and activities are enriched by the generous contributions made by parents and local businesses that support West Antelope Valley Educational Foundation (WAVE).

At the district level, parents are encouraged to participate on the Superintendent's Advisory Committee, DELAC, and other district committees. Hillview Middle School offers a variety of events, programs, and activities throughout the school year for parents to become actively involved in their child's school and education. The following activities and events at Hillview are open to parents: Back-to-School-Night, Parent-Teachers conferences, School Site Council, PTSA, ELAC, Principal's Advisory Council, Awards Assemblies, AVID parent meetings/parent nights, Title I parent meetings, Model UN World's Fair, Career Day, and competitive sports events. Parents are encouraged to run for office and attend monthly meetings for School Site Council (SSC), ELAC, and PTSA meetings. Parents are also welcome to volunteer to support our programs under the direct instruction of a classroom teacher. Parents also serve as volunteers at school-sponsored events such as dances, chaperons at student trips and activities, colleges, universities, and athletic events. Hillview maintains an open-door policy with all parents. Parents are kept informed of school activities through the school website, various handouts, weekly ParentSquare updates, teacher letters, Google Classroom, and the use of Power School.

Hillview hosted a back-to-school night, has had hybrid (virtual and in-person) PTSA and site council meetings, and also holds ELAC, Title I, etc., meetings in person. Volunteers are allowed on campus at the invitation of teachers.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1064	1054	169	16.0
Female	515	509	77	15.1
Male	549	545	92	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	35	2	5.7
Black or African American	113	109	26	23.9
Filipino	21	21	1	4.8
Hispanic or Latino	600	598	95	15.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	52	10	19.2
White	236	233	34	14.6
English Learners	65	63	11	17.5
Foster Youth	15	12	2	16.7
Homeless	58	58	13	22.4
Socioeconomically Disadvantaged	609	602	127	21.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	181	174	43	24.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.64	5.85	6.39	3.36	4.11	4.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.1	0	0	0.02	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.39	0.00
Female	4.27	0.00
Male	8.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	21.24	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.77	0.00
White	3.81	0.00
English Learners	3.08	0.00
Foster Youth	6.67	0.00
Homeless	10.34	0.00
Socioeconomically Disadvantaged	9.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.57	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

In compliance with Senate Bill 187 and Education Code 35294.6 each Westside School has developed a comprehensive safety plan. These plans are updated annually and approved by the school board by March 1 each year. The elements of this plan

2024-25 School Safety Plan

include disaster preparedness and procedures. 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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	25	2
Mathematics	23	11	26	1
Science	23	8	27	
Social Science	22	12	27	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	12	18	7
Mathematics	23	12	22	4
Science	24	11	20	4
Social Science	23	11	23	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	21	8
Mathematics	25	12	15	10
Science	25	10	18	9
Social Science	24	12	21	8

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	467.73

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,440	\$3,870	\$8,570	\$105,029
District	N/A	N/A	\$8,570	\$89,726
Percent Difference - School Site and District	N/A	N/A	0.0	15.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-22.8	8.6

Fiscal Year 2023-24 Types of Services Funded

A range of academic and social emotional support services exist for Westside students, many of which are unique to individual school sites and are tailored to meet the needs of the members of each school community. These supports are provided by counselors, school psychologists, school nurses, physical education teachers, a community liaison, attendance liaisons, and/or behavior specialists.

Fiscal Year 2023-24 Types of Services Funded

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. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

A team of 15 counselors provides a range of services for students. Programs are developed and provided based on student data, such as referrals for threatening or self-harm, grades, and attendance. The counseling program is grounded in the American School Counselor Association (ASCA) framework with five schools certified as Recognized ASCA Model Programs. All students receive Tier 1 lessons that focus on social/emotional development, attendance, and college and career readiness. Examples of counseling Tier 2 support may include instruction for smaller student groups addressing strong-willed behaviors or coping skills for students exhibiting challenges due to trauma or anxiety. 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 incorporating social-emotional support and structure for students during recess and/or lunch. Supplemental services may also include referrals to School-Based Mental Health Services.

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. These programs include BoysTown, Leadership Development through Physical Education, Playworks, and Capturing Kids Hearts.

The 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 to accelerate areas of academic strength for children. NWEA data informs district, site, and grade level Professional Learning Communities with yearlong planning, classroom instruction, and all tiered systems of support and intervention.

Each school site has at least one bilingual assistant to support continual communication with parents of English learners as well as provide supplemental classroom instruction. The bilingual assistants encourage parent participation in advisory groups and also continue to run parent outreach programs to support literacy, such as the Latino Literacy Project.

A team of attendance liaisons and a community liaison address attendance barriers for students with chronic absences. Supplemental school supplies for home use, Chromebooks, backpacks, and hygiene kits are provided as needed to foster youth or students experiencing homelessness and financial hardship.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,316	\$58,553
Mid-Range Teacher Salary	\$94,696	\$93,924
Highest Teacher Salary	\$122,576	\$119,489
Average Principal Salary (Elementary)	\$158,941	\$149,898
Average Principal Salary (Middle)	\$156,764	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$312,941	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Westside continues to annually sponsor supplemental professional development for certificated staff during Westside Institute offerings. Summer Institute of 2023 focused on publisher provided training to support the new adoption of math instructional materials, Illustrative Math by Imagine Learning. This was followed up with an intensive wide district training in Fall 2023 hosted by the district, facilitated by site administrators, and centered around "big ideas" and instructional shifts within the recently revised CA Math Framework adopted by the State Board of Education. The 2024 Westside Summer Institute will join forces with New Teacher Support to provide ten intensive days of training for new teachers with topics ranging from classroom management, parent engagement, curriculum, lesson planning and design, ELD, standards based instruction and assessment. Three of these days will focus on Thinking Maps and writing pathways in Narrative, Informational, and Response to Text genres which will be open for all teachers to participate. The 2024 Westside Fall Institute will be presented in partnership with CAST and will focus on Universal Design for Learning

Professional development addressing reading achievement continues to be a central focus for the 23-24 school year. Each summer, the district contracts with the Consortium on Reading Excellence in Education (CORE) to provide an Online Language & Literacy Academy (previously known as OERA: Online Elementary Reading Academy) to 50 participants. The Online Language & Literacy Academy program consists of nine modules taken over 12 weeks with a portfolio submitted as a culminating activity. To date, over 200 teachers and administrators have participated in the summer reading academies over the course of the past four years.

This series provides certificated staff with best practices and evidence-based strategies to use during first instruction as well as targeted intervention.

Throughout the school year, Westside Union School District New Teacher Support (NTS) team offers programs to clear both the administrative and teaching credentials for new hires. The robust program for teachers consists of weekly meetings with a full-time release mentor. Each new teacher is provided with at least one hour of support per week. This includes support in the classroom, lesson planning, and working towards the achievement of an individualized goal based on the California Standards for the Teaching Profession (CSTP) that pre-assessments showed as an area of growth for the candidate. Each candidate works in collaboration with their mentor to set and work towards achieving this goal throughout the year. In addition, the NTS program offers candidates support in the form of professional development. Regularly occurring sessions include training on addressing the unique needs of student groups such as English Learners, using data to drive instruction, standards-based grading, the Individualized Educational Program (IEP) process, and classroom management.

The District's administrative program pairs new administrators with highly qualified coaches. These pairs meet for a total of at least 40 hours a year to work towards mastery of three self-developed goals based on the California Professional Standards for Educational Leaders (CPSEL). Additionally, candidates work with their coaches to complete at least 20 hours of professional development designed to further develop high standards of practice.

Annually, professional development on suicide prevention to both certificated and classified staff members is conducted. Professional development is also provided to certificated staff on topics such as human trafficking, the impact of trauma, and the tiered supports embedded in the comprehensive counseling program.

Advancement Via Individual Determination (AVID) professional development is also provided annually across the District. Professional development is tailored to the specific needs of the students on campus, and focuses on intentional strategies to support Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Strategies embedded during instruction support increased access to the core content and student engagement. Professional development is conducted at school sites and at AVID Summer Institute.

English Language Development (ELD) is a component of the Structured English Immersion program provided for English Learners. All certificated staff receive training on English Language Development, both integrated and designated. Professional development for certificated staff also includes work in the English Language Development standards, strategies to support English Learners, progress monitoring of English Learners, and targeted support for English Learners in all content areas.

Leadership development Through Physical Education (LDTPE) is a supplemental curriculum to enhance current elementary physical education programming by teaching, developing, and practicing key Social Emotional Learning (SEL) skills. All PE teachers have participated in two full days of training, which include curriculum concepts, language, and skills and activities with a particular focus on building a positive and cohesive community of learners. This training focused on the implementation of techniques that build positive adult to student and student to student relationships resulting in atmospheres where all students can heal from elevated emotional stressors and embrace SEL skills to engage in learning. Additionally, all PE teachers are offered two personalized coaching sessions to better support the integrations of SEL into daily instruction. Additional layered work tailored to the needs of the school sites may also include work in social-emotional learning programs such as Leadership Development Through Physical Education, Boys Town, Where Everyone Belongs, and Capturing Kids

Professional Development

Hearts.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	75	70	