

Quartz Hill Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	Quartz Hill Elementary
Street	41820 50th Street West
City, State, Zip	Lancaster, CA 93536
Phone Number	(661) 943-3236
Principal	Trudy Valenzuela
Email Address	t.valenzuela@westside.k12.ca.us
School Website	https://www.westside.k12.ca.us/qh
County-District-School (CDS) Code	19-65102-6023584

2023-24 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

2023-24 School Description and Mission Statement

School Description:

Quartz Hill Elementary School is one of thirteen schools in the Westside Union School District located in the Westside portion of the Antelope Valley. The staff, parents, and students of the school are committed to a highly structured, standards based educational experience for all students in order to improve achievement. In addition to academic excellence, the school strives to develop good, responsible citizenship in all students by teaching and modeling what it means to be trustworthy, responsible, fair, honest, and compassionate. Our four schoolwide rules are: be safe, be respectful, be responsible and be the right example.

The school currently serves over 800 students in grades transitional kindergarten (TK) through sixth. Quartz Hill Elementary is a walking school, with bussing only available to transport students with special needs. A state-funded Special Education preschool for Westside students is also housed on the Quartz Hill Elementary Campus.

Mission Statement:

Quartz Hill Elementary assists in developing a community of lifelong learners that demonstrate the knowledge, skills, and values required to be a productive global citizen.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	108
Grade 2	101
Grade 3	117
Grade 4	110
Grade 5	125
Grade 6	109
Total Enrollment	813

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1%
Male	53.9%
American Indian or Alaska Native	0.5%
Asian	1.1%
Black or African American	7.5%
Filipino	1.1%
Hispanic or Latino	58.1%
Two or More Races	6.3%
White	25.3%
English Learners	8.6%
Foster Youth	1.8%
Homeless	10.2%
Socioeconomically Disadvantaged	69.6%
Students with Disabilities	12.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	26.00	81.40	293.50	82.05	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.26	17.20	4.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.13	13.90	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.80	1.93	12115.80	4.41
Unknown	2.90	9.24	26.10	7.30	18854.30	6.86
Total Teaching Positions	31.90	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)	24.00	75.14	290.50	80.73	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.13	21.10	5.89	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.26	13.10	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.13	7.70	2.16	11953.10	4.28
Unknown	3.90	12.37	27.10	7.55	15831.90	5.67
Total Teaching Positions	31.90	100.00	359.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.3	3.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	UPK Teaching Strategies, The Creative Curriculum (2020) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
Mathematics	UPK Teaching Strategies - The Creative Curriculum (2020) 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

School Facility Conditions and Planned Improvements

Even though Quartz Hill Elementary is an old school it remains a safe, clean, and well-maintained campus. The last time the school had remodernization was in 1989. The school has beautiful established trees that border most sides of the playground. The playground and playground equipment meet the needs of primary and upper grade students. All playgrounds received modernization in the fall of 2003. Students in our ecology club also raised money to have a serenity garden added to the campus.

The school has a cafeteria, office, staff workroom, staff lounge, library, and computer lab. Every classroom has at least three computers which have Internet capabilities.

The YMCA has a portable building located on the east side of the school. The YMCA works with the district to provide before and after school child care for parents.

Replaced HVAC to all permanent classrooms in 2010.

District Maintenance Work Orders allow the school to input requests for items that need to be fixed or replaced. The maintenance department responds to these requests quickly and efficiently.

New roofing for portions of schools is scheduled for summer 2014.

Year and month of the most recent FIT report

9/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			101: 4 damaged tiles, sink area needs attention.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			101: 4 damaged tiles, sink area needs attention. 105: 3 damaged times 108: 1 damaged tiles 111: Paint around back door peeling, 1 damaged tile. 112: 2 damaged tile 115: 1 damaged tile 118: 1 damaged tile 121: 1 damaged tile 122: 2 damaged tiles 126: 1 damaged tiles 127: 3 damaged tiles, old tv needs to be removed 128: 2 damaged tiles 130: Old carpet, 2 damaged tiles. 131: 1 damaged tile 132: 2 damaged tile 133: 3 damaged tiles 134: 2 damaged tiles 135: Brackets left above teacher's desk, 3 damaged tiles. 136: 4 damaged tile 201: 3 damaged tiles 203: One missing tile. 204: 1 broken tile 205: 1 missing tile 212: 1 damaged tile
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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	48	44	45	47	46
Mathematics (grades 3-8 and 11)	21	28	28	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	483	480	99.38	0.62	47.50
Female	220	218	99.09	0.91	50.92
Male	263	262	99.62	0.38	44.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	37.50
Filipino	--	--	--	--	--
Hispanic or Latino	272	270	99.26	0.74	45.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	40.63
White	129	128	99.22	0.78	55.47
English Learners	37	36	97.30	2.70	13.89
Foster Youth	13	13	100.00	0.00	38.46
Homeless	54	52	96.30	3.70	42.31
Military	--	--	--	--	--
Socioeconomically Disadvantaged	333	330	99.10	0.90	42.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	73	100.00	0.00	21.92

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	483	481	99.59	0.41	28.13
Female	220	219	99.55	0.45	23.29
Male	263	262	99.62	0.38	32.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	17.95
Filipino	--	--	--	--	--
Hispanic or Latino	272	270	99.26	0.74	24.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	31.25
White	129	129	100.00	0.00	36.43
English Learners	37	37	100.00	0.00	5.41
Foster Youth	13	13	100.00	0.00	7.69
Homeless	54	52	96.30	3.70	26.92
Military	--	--	--	--	--
Socioeconomically Disadvantaged	333	331	99.40	0.60	22.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	73	100.00	0.00	9.59

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.64	34.38	26.64	28.72	29.47	30.29

2022-23 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	129	128	99.22	0.78	34.38
Female	61	61	100.00	0.00	31.15
Male	68	67	98.53	1.47	37.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	74	73	98.65	1.35	24.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	62.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	35.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	90	98.90	1.10	25.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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 5	95	95	95	95	95

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.

2023-24 Opportunities for Parental Involvement

Quartz Hill Elementary School offers numerous opportunities for parental involvement. At Quartz Hill Elementary, we understand the importance of a strong home-school connection. Our PTA offers volunteer opportunities for parents and community members. Members of the PTA work to support classroom instruction and provide extra curricular activities on the Quartz Hill campus through fundraising. The PTA also hosts lunch on the lawn at the school twice a year. This is a time for families to visit campus and have lunch with their children. Additionally, PTA hosts evening events such as Bingo night and Fall Festival to encourage family engagement. School Site Council offers parents an opportunity to provide input when the school is making decisions regarding its instructional programs that it offers. Parents that are not native English speakers are able to attend ELAC and Family Latino Literacy meetings. Parents attend the ELAC and Family Latino Literacy meetings to become more connected to our school. They also learn additional strategies on how to assist their students more effectively at home, learn about school events, and have an opportunity to ask questions in their native language.

During the 2023-24 school year the school will offer a family math night in which families are invited to learn grade level appropriate math games with their children. Families will be provided materials to continue the math fun at home.

Annually, the school holds two evening events for families. The first event is Back to School Night. This event is held at the onset of the school year. It is an opportunity for parents to visit their child's classroom and learn more about their student's school day. A second evening event is held in the spring. Parents, families, and community members are invited to Open House. This is a time for students to showcase special projects they have completed. Lastly, parents are invited on campus for Parent Teacher Conferences. In October, there are two full days reserved for parents to meet with their child's teacher and discuss their progress. Quartz Hill Elementary is continually striving to increase parent involvement and engagement by offering multiple opportunities and levels of participation.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	903	881	256	29.1
Female	418	410	122	29.8
Male	485	471	134	28.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	9	9	1	11.1
Black or African American	74	71	27	38.0
Filipino	9	9	1	11.1
Hispanic or Latino	527	515	153	29.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	54	53	15	28.3
White	225	219	56	25.6
English Learners	89	88	21	23.9
Foster Youth	25	22	5	22.7
Homeless	86	85	28	32.9
Socioeconomically Disadvantaged	634	621	208	33.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	132	130	41	31.5

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.92	1.77	0.02	3.36	4.11	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.77	0
Female	0.48	0
Male	2.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.46	0
Filipino	0	0
Hispanic or Latino	0.95	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.85	0
White	1.33	0
English Learners	1.12	0
Foster Youth	4	0
Homeless	2.33	0
Socioeconomically Disadvantaged	2.52	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.27	0

2023-24 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 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.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	3	
1	25		4	
2	25	1	3	
3	28		4	
4	26	1	1	1
5	27	1	3	
6	31		2	2
Other	16	2	1	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	
1	25		4	
2	26		4	
3	25		4	
4	29		4	
5	27		4	
6	26		4	
Other	13	3	1	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 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	0

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$13,835	\$4,074	\$9,760	\$84,856
District	N/A	N/A	\$9,760	\$83,100
Percent Difference - School Site and District	N/A	N/A	0.0	5.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	38.7	-2.8

Fiscal Year 2022-23 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.

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 13 counselors provides a range of services for Westside students. Programs are developed and provided based on student data, such as referrals for threatening or self-harm, grades, and attendance. The counseling program was developed using the Multi-Tiered Multi-Domain System of Support Framework (MTMDSS), which includes the components of the American School Counselor Association (ASCA) model. 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.

The behavior specialists provide student and staff guidance for students needing intensive behavior 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. These programs include BoysTown, Leadership Development through Physical Education for students, 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, yearlong planning, classroom instruction, and all tiered systems of support and intervention.

Additional academic interventions may also include:

- Academic tutoring, either before or after school
- Learning Lab support during lunch hours.
- Classroom aides leveraged for small group instruction.

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 and backpacks are provided as needed to foster youth or students experiencing homelessness and financial hardship.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,418	\$54,215
Mid-Range Teacher Salary	\$86,877	\$86,843
Highest Teacher Salary	\$112,455	\$111,440
Average Principal Salary (Elementary)	\$138,550	\$140,851
Average Principal Salary (Middle)	\$130,909	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$286,959	\$252,466
Percent of Budget for Teacher Salaries	31.59%	33.16%
Percent of Budget for Administrative Salaries	5.74%	5.15%

Professional Development

Westside continues to annually sponsor supplemental professional development for certificated staff during Westside Institute offerings. The 2022-2023 Westside Institute summer provided two full days of facilitated collaboration for approximately 100 teachers. Grade level teams identified essential classroom routines, shared activities to build classroom relationships, analyzed district assessment data for incoming students, reviewed best practices for designated and integrated EL instruction, and established year-long pacing plans. Over the winter break, Westside Institute sessions included a one day Thinking Maps foundations training as well as a comprehensive two day thinking maps writing training. Approximately 60 teachers attend the winter training sessions annually.

Professional development addressing reading achievement continues to be a central focus for the 22-23 school year. To date, nearly 200 certificated members, including teachers, site administrators, and educational services directors, have completed an Online Elementary Reading Academy (OERA) hosted by the Consortium on Reading Excellence in Education. This series, which is offered annually each summer, provides certificated staff with best practices and evidence-based strategies to use during first instruction as well as targeted intervention.

The 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

Professional Development

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 received 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 Hearts.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	60	75	