

Rancho Vista 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	Rancho Vista Elementary
Street	40641 Peonza Lane
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 722-0148
Principal	Reyna Smith & Rebecca Davis
Email Address	r.smith@westside.k12.ca.us / r.davis@westside.k12.ca.us
School Website	https://www.westside.k12.ca.us/rv
County-District-School (CDS) Code	19-65102-6108245

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:

Rancho Vista Elementary School can best be described as a caring, supportive environment focused on student learning across the curriculum. We recognize the impact that good school attendance, positive character choices and respectful behavior have on student achievement and work to make the connections with student achievement for our students. We strive to inspire each child to reach their potential in all areas of the curriculum. Rancho Vista Elementary School is located in the southwest portion of the Antelope Valley in the community of Palmdale. It serves Universal Pre-Kindergarten through sixth grade students, with an enrollment of approximately 915 students. In 2006 Rancho Vista was named a California Distinguished School, the first in the Westside Union School District. In 2016 and 2017 Rancho Vista continued their achievement by being named a Star Honor Roll School. In 2023 Rancho Vista Elementary also became WASC re-certified for six years. Rancho Vista is operating as a permanent school site, although the school is mostly relocatable buildings. There are currently 35 classrooms, a multi-purpose building, a library, and an administration building. Administration/ Management includes two Co-Principals, A full time counselor, and a full time school psychologist, Thirty classrooms are currently being used as regular general education classrooms. Others include a computer lab, a staff workroom, a Resource Specialist classroom, a Speech/Occupational Therapy room, a Counseling Room, K-1 grade Special Day Class, a 2-3 grade Special Day Class, a 4/5 grade Special Day Class and a 6th grade Special Day Class. There are currently no empty classrooms on the site. Student demographics for the 23-24 school year are Asian 5.3%; African American 12.6%; Hispanic 56.60%; American Indian .30%; Multi-Racial .10%; Caucasian 24.7%; Hawaiian .30%. Rancho Vista Elementary serves, 4.18% English Language Learners; 5.43% Homeless students; Students with Disabilities 8.6%; and Low Income 53%.

Mission Statement:

The mission of Rancho Vista Elementary School is to provide opportunities for each student to achieve personal excellence while striving to master the state standards. Working as a school community, we will encourage each child to "reach for the stars" as we aim to create respectful citizens and lifelong learners. This is also indicated in our student learner outcomes where we encourage students to "reach for the STARS" through Scholarly work, Team work, Attitude, Rigor and Success for All.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	157
Grade 1	113
Grade 2	83
Grade 3	127
Grade 4	123
Grade 5	146
Grade 6	117
Total Enrollment	866

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
Asian	2.4%
Black or African American	9.1%
Filipino	1.5%
Hispanic or Latino	57.7%
Two or More Races	5.2%
White	23.9%
English Learners	7.4%
Foster Youth	2.1%
Homeless	5.2%
Migrant	0.1%
Socioeconomically Disadvantaged	56.9%
Students with Disabilities	13.3%

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)	24.00	77.42	293.50	82.05	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	9.68	17.20	4.82	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.23	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	3.00	9.68	26.10	7.30	18854.30	6.86
Total Teaching Positions	31.00	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)	27.00	79.09	290.50	80.73	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.86	21.10	5.89	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.93	13.10	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.93	7.70	2.16	11953.10	4.28
Unknown	3.10	9.20	27.10	7.55	15831.90	5.67
Total Teaching Positions	34.10	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	1.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	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.

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)	4.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.3	0

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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		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

The students and staff at Rancho Vista are very proud of their beautiful school and grounds. Our school, now twenty two years old, remains relatively free of graffiti and vandalism due to the school pride that exists here. The safety of the student body and staff is of major concern. We maintain a secure campus whereby students are signed in and out through the office during school hours. Visitors to our campus are required to sign in and out through the office. The walkways and playgrounds are monitored by classified and certificated staff. The intercom is utilized to aid in communication and as an emergency alert (this was recently updated last year.) Rancho Vista has a written disaster preparedness plan and conducts monthly fire and/or earthquake drills. The PTA provides safety supplies for each classroom in case of an emergency. A safety committee composed of staff and parents meets monthly to ensure that the school campus continues to be a safe environment. School facilities are kept clean and in good repair by the school custodians and the district Grounds and Maintenance Department.

District has installed new ADA ramps in kindergarten and two wings of the school.

Year and month of the most recent FIT report

9/29/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin. Office: No cover for light in supply room. Cafeteria: 1 ceiling tile, bad shape. Girl's Restroom 112: Handicap door broken., floor peeling from the wall, walls torn with holes. Health: Bent flashing on exterior door. RM 101: West door, flashing is loose.

School Facility Conditions and Planned Improvements

				Rm 103: Flashing on door is bent. RM 111: Cracked ceiling tile. RM 117: 1 torn ceiling tile. RM 122: Door hangs up on the sidewalk. RM 124: Wall border is peeling next to bookcase. RM 130: 2 lights missing covers.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cafeteria: 1 ceiling tile, bad shape.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility 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)	46	44	44	45	47	46
Mathematics (grades 3-8 and 11)	36	33	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	524	515	98.28	1.72	43.58
Female	249	244	97.99	2.01	46.09
Male	275	271	98.55	1.45	41.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	46	45	97.83	2.17	24.44
Filipino	--	--	--	--	--
Hispanic or Latino	313	307	98.08	1.92	42.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	52.17
White	126	124	98.41	1.59	51.61
English Learners	43	39	90.70	9.30	2.63
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	38.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	305	300	98.36	1.64	38.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	93	98.94	1.06	12.90

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	525	521	99.24	0.76	33.27
Female	249	246	98.80	1.20	28.98
Male	276	275	99.64	0.36	37.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	46	45	97.83	2.17	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	313	312	99.68	0.32	31.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	33.33
White	127	125	98.43	1.57	39.20
English Learners	43	43	100.00	0.00	13.95
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	25.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	306	303	99.02	0.98	28.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	93	98.94	1.06	13.98

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)	29.63	32.45	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	152	151	99.34	0.66	32.45
Female	83	82	98.80	1.20	29.27
Male	69	69	100.00	0.00	36.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	35.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	36.36
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	84	98.82	1.18	27.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	6.67

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	98	99	99	99	99

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

Many opportunities exist for parent involvement in the Westside Union School District and at Rancho Vista School. Parent involvement hours, most of which are spent in the classroom, average over 7,000 hours/year. We are proud of our strong parent partnerships and recognize the importance of parental support. Rancho Vista has an active PTA which supports academic field trips and assemblies in addition to activities that promote a positive school culture. Our school also reaches out to parents through our ELAC Committee (English Learner Advisory Committee) which advises school principal and school staff in the development of the school's site plan. The school site plan is approved by the school's School Site Council Committee which is also comprised of several parent and community members. At the district level, parents are encouraged to participate on the Superintendent's Advisory Committee, the District English Language Advisory Committee, and other district committees. Parents are also welcome to volunteer in the classrooms and assist on field trips under the direct instruction of a classroom teacher and or school administrators.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	967	946	269	28.4
Female	462	451	114	25.3
Male	505	495	155	31.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	26	23	9	39.1
Black or African American	97	94	39	41.5
Filipino	16	15	4	26.7
Hispanic or Latino	553	546	148	27.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	53	51	23	45.1
White	220	215	45	20.9
English Learners	79	75	17	22.7
Foster Youth	30	29	9	31.0
Homeless	47	47	13	27.7
Socioeconomically Disadvantaged	567	555	185	33.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	161	156	53	34.0

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	1.52	3.10	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	3.1	0
Female	1.73	0
Male	4.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	11.34	0
Filipino	0	0
Hispanic or Latino	1.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.55	0
White	2.73	0
English Learners	5.06	0
Foster Youth	13.33	0
Homeless	0	0
Socioeconomically Disadvantaged	4.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.7	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	32		3	
1	28		4	
2	29		4	
3	28	1	4	
4	30		4	
5	33			
6	32		2	
Other	20	3	4	

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	27		5	
1	26		3	
2	24		5	
3	26		4	
4	22	1	5	
5	27		5	
6	25		4	
Other	11	3		

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	433

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

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	\$84,905
District	N/A	N/A	\$9,760	\$83,100
Percent Difference - School Site and District	N/A	N/A	0.0	5.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	38.7	-2.7

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	