

# Valley View 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

<b>School Name</b>	Valley View Elementary
<b>Street</b>	3310 W Avenue L-8
<b>City, State, Zip</b>	Lancaster, CA 93536
<b>Phone Number</b>	(661) 943-2451
<b>Principal</b>	Erin Belcher
<b>Email Address</b>	e.belcher@westside.k12.ca.us
<b>School Website</b>	<a href="https://www.westside.k12.ca.us/vv">https://www.westside.k12.ca.us/vv</a>
<b>County-District-School (CDS) Code</b>	19-65102-6023592

## 2023-24 District Contact Information

<b>District Name</b>	Westside Union Elementary School District
<b>Phone Number</b>	(661) 722-0716
<b>Superintendent</b>	Regina Rossall
<b>Email Address</b>	r.rossall@westside.k12.ca.us
<b>District Website</b>	<a href="http://www.westside.k12.ca.us">www.westside.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

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

This urban-rural community is located in the Antelope Valley approximately 90 miles northeast of Los Angeles. The community is a very diverse one. Some of the area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation and allied people services. Numerous residents commute to the greater Los Angeles area for employment. Edwards Air Force Base, Boeing, Lockheed Aircraft Company, and Northrup Grumman are within close proximity. However, in many areas of the community substantial numbers of families find it difficult to subsist without some sort of public assistance. Many of these wage earners are laborers or seasonal workers, earning less than minimum wage. Finding ways to effectively address the needs of such diversity is just one of the many challenges that the schools of the District must address. Founded in 1959, Valley View Elementary is home to 676 students in grades Transitional Kindergarten through Sixth. The student body includes 24.5% White, 56.1% Hispanic, 13.5% African American, 4.2% Other. Approximately 61.6% of our students are socioeconomically disadvantaged. The mobility of students during the school year is significant. The surrounding neighborhoods that feed students into Valley View Elementary School are within close distance. Because Valley View is within the geographical area of several apartments, the school has become transient due to the number of students that move in and out during the school year. Although student transiency affects our school, there are core families that have been within Valley View Elementary throughout generations. The Valley View staff includes 28 certificated teachers, and 49 classified personnel.

Our diverse student population is served through several specialized programs including: Title 1 intervention support, English Language Learner support, and Special Education. Valley View Elementary has Special Education services including Speech and Language, Specialized Academic Instruction Program, and three Special Day Classes. We have a full-time principal, vice principal, counselor, and school psychologist. Our ELL students and parents have access to two bilingual aides who are directed by administration, and general education teachers. Eligible students are able to access School Based Mental Health supports. Valley View's instructional team uses a wide variety of academic strategies to meet the needs of the students using a comprehensive system a Multi-Tiered Support System (MTSS) focusing on developing direct instruction along with interventions. The Westside Union School District's adopted curriculum is: Journeys for TK-5th grade reading program and

## 2023-24 School Description and Mission Statement

Study Sync for our 6th grade program. Math curriculum is Illustrative Math for our TK-6th grade. Our science curriculum adoption is through Elevate Science and our social studies curriculum is My World curriculum. Westside Union recently adopted IXL computer intervention program to identify student needs.

In June of 2010, Valley View was awarded the California Distinguished School Award. WASC Accreditation was received in 2021. Valley View is AVID Elementary certified, with AVID implemented school wide. The instructional day lasts from 7:45 a.m. to 1:40 p.m. for UPK/Tk, to 1:45 for Kindergarten, to 1:50 for Grades 1-3 and to 1:55 p.m. for Grades 4-6. After school care is provided from 1:50 p.m. to 6:00 p.m. through the City of Lancaster's Valley View Enrichment program and Boys and Girls Club. During the transition to distance learning, our students have 1:1 devices, and are more familiar with using Google classroom and other Google Suite programs, as well as use of Zoom and other programs to support distance learning.

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

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

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	103
Grade 2	97
Grade 3	99
Grade 4	102
Grade 5	105
Grade 6	109
<b>Total Enrollment</b>	<b>697</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.5%
American Indian or Alaska Native	0.4%
Asian	1.4%
Black or African American	11.2%
Filipino	0.9%
Hispanic or Latino	54.7%
Two or More Races	5.9%
White	25.4%
English Learners	9.9%
Foster Youth	1.4%
Homeless	11.8%
Migrant	0.1%
Socioeconomically Disadvantaged	69.2%
Students with Disabilities	13.8%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.00	85.03	293.50	82.05	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	17.20	4.82	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	14.79	13.90	3.89	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.18	6.80	1.93	12115.80	4.41
<b>Unknown</b>	0.00	0.00	26.10	7.30	18854.30	6.86
<b>Total Teaching Positions</b>	27.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	75.04	290.50	80.73	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	10.70	21.10	5.89	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	10.70	13.10	3.65	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.57	7.70	2.16	11953.10	4.28
<b>Unknown</b>	0.00	0.00	27.10	7.55	15831.90	5.67
<b>Total Teaching Positions</b>	28.00	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	1.00	3.00
Misassignments	3.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.00</b>	<b>3.00</b>

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
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>1.00</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	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	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	UPK Teaching Strategies - The Creative Curriculum (2020) K-8 Imagine Learning, Illustrative Mathematics (2021)	Yes	0
<b>Science</b>	K-5 Savvas Realize, California Elevate Science, 2020 6-8 Amplify Science California, 2020	Yes	0
<b>History-Social Science</b>	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

Valley View students and staff members work diligently to maintain a clean, safe and secure learning environment. The campus is fully fenced. All visitors must sign in at the office. Children who leave during the school day must be signed out through the office. Teachers or instructional assistants supervise all recess, lunch and playground activities. All classrooms are equipped with earthquake and first aid kits.

Year and month of the most recent FIT report

10/6/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Cafeteria: 17 stained or damaged ceiling tiles, cracked floor tile. RM 31: One stained tiles 3 cracked tiles RM 8: 2 stained tiles Staff Workroom: 4 stained tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Cafeteria: 17 stained or damaged ceiling tiles, cracked floor tile. RM 31: One stained tiles 3 cracked tiles RM 8: 2 stained tiles Staff Workroom: 4 stained tiles
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	35	44	45	47	46
<b>Mathematics</b> (grades 3-8 and 11)	23	26	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
<b>All Students</b>	409	405	99.02	0.98	35.48
<b>Female</b>	183	183	100.00	0.00	36.07
<b>Male</b>	225	222	98.67	1.33	35.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	43	41	95.35	4.65	20.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	221	220	99.55	0.45	33.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	25	100.00	0.00	24.00
<b>White</b>	106	105	99.06	0.94	47.12
<b>English Learners</b>	38	38	100.00	0.00	7.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	45	45	100.00	0.00	24.44
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	274	270	98.54	1.46	27.99
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	67	64	95.52	4.48	4.84

## 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
<b>All Students</b>	409	404	98.78	1.22	26.24
<b>Female</b>	183	183	100.00	0.00	23.50
<b>Male</b>	225	221	98.22	1.78	28.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	43	40	93.02	6.98	10.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	221	221	100.00	0.00	23.08
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	24	96.00	4.00	16.67
<b>White</b>	106	105	99.06	0.94	40.00
<b>English Learners</b>	38	38	100.00	0.00	13.16
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	45	45	100.00	0.00	8.89
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	274	269	98.18	1.82	18.59
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	67	64	95.52	4.48	3.13

## 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
<b>Science</b> (grades 5, 8 and high school)	20.00	19.05	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
<b>All Students</b>	106	105	99.06	0.94	19.05
<b>Female</b>	45	45	100.00	0.00	20.00
<b>Male</b>	61	60	98.36	1.64	18.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	65	65	100.00	0.00	16.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	26	100.00	0.00	26.92
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	11	11	100.00	0.00	9.09
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	68	67	98.53	1.47	17.91
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	15	93.75	6.25	0.00

## 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	100	100	100	100	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

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message and other written or electronic communications.
4. Develop mechanisms to encourage parent/guardian input on school issues and programs.
5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.
6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.
7. Build the capacity of the school and parents/guardians for strong parent involvement by:

## 2023-24 Opportunities for Parental Involvement

- assisting parents/guardians in understanding such topics as the Common Core State Standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:

- providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
- encouraging parents/guardians to monitor their children's school attendance, homework completion, and technology/media viewing
- build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

### Volunteers & Visitors

In order to maximize the safety of our students, this year we will continue to enforce our policies regarding parent access to school.

Volunteers – Non-District personnel who assist regularly in the classroom and/or interact with students. Volunteers will be provided with a Photo-ID upon clearance from the District of all Volunteer requirements.

Volunteers are:

Classroom Helpers  
PTA Event Volunteers  
School Site Council

Volunteers must:

- Have TB test on file with the District
- Have Fingerprints on file with the District
- Check in with the office upon arrival
- Display the Volunteer Photo-ID at all times
- Be pre-arranged with the Classroom Teacher or PTA Board

Visitors – Non-District personnel who are on campus for the purpose of a one-time function or one-time classroom visit. Visitors may not enter the cafeteria during the lunch period or be on the playground during recess.

Visits are:

- PTA Functions
- Awards Assemblies
- Scheduled Classroom Observations
- Scheduled Teacher Conferences during non-instructional time.
- Making a payment on student's lunch account. (This cannot occur while food service is open to students.)
- Etc.

## 2023-24 Opportunities for Parental Involvement

Visitors must:

- Pre-Arrange visit with Classroom Teacher
- Sign-in at the front office.
- Display Visitor's badge at all times
- Proceed immediately to their stated destination

Any person not identified as a Volunteer or Visitor will not be permitted access to the school campus.

Valley View offers parent activities such as Latino Family Literacy, Open House events, AVID Family Workshops, STEM Nights, and other curriculum supported parent outreach programs.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	761	741	235	31.7
Female	348	338	97	28.7
Male	412	402	137	34.1
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	3	3	0	0.0
Asian	10	10	0	0.0
Black or African American	93	85	44	51.8
Filipino	7	7	2	28.6
Hispanic or Latino	420	411	135	32.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	41	41	12	29.3
White	184	181	40	22.1
English Learners	83	82	29	35.4
Foster Youth	22	17	6	35.3
Homeless	83	83	23	27.7
Socioeconomically Disadvantaged	531	516	192	37.2
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	126	121	56	46.3

## 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
<b>Suspensions</b>	0.13	1.81	5.39	0.02	3.36	4.11	0.20	3.17	3.60
<b>Expulsions</b>	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
<b>All Students</b>	5.39	0
<b>Female</b>	2.3	0
<b>Male</b>	7.77	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	8.6	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	4.29	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	9.76	0
<b>White</b>	4.89	0
<b>English Learners</b>	6.02	0
<b>Foster Youth</b>	13.64	0
<b>Homeless</b>	9.64	0
<b>Socioeconomically Disadvantaged</b>	6.59	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	14.29	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	21	2	3	
1	25		3	
2	27		3	
3	25		4	
4	26	1	3	
5	32		2	
6	33		1	
Other	18	2	2	

### 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	29		4	
1	20	1	4	
2	27		3	
3	23		4	
4	26		4	
5	25		4	
6	28		4	
Other	14	2		

## 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

## 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	697

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

## 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	\$75,807
District	N/A	N/A	\$9,760	\$83,100
Percent Difference - School Site and District	N/A	N/A	0.0	-6.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	38.7	-14.1

## 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
<b>Beginning Teacher Salary</b>	\$54,418	\$54,215
<b>Mid-Range Teacher Salary</b>	\$86,877	\$86,843
<b>Highest Teacher Salary</b>	\$112,455	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$138,550	\$140,851
<b>Average Principal Salary (Middle)</b>	\$130,909	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$286,959	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	31.59%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	60	75	