

Rancho Vista Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Rancho Vista Elementary
Street	40641 Peonza Lane
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 722-0148
Principal	Rebecca Davis & Justin Holtfreter
Email Address	r.davis@westside.k12.ca.us / j.holtfreter@westside.k12.ca.us
School Website	https://www.westside.k12.ca.us/rv
Grade Span	K-6
County-District-School (CDS) Code	19-65102-6108245

2025-26 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

2025-26 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 820 students. In 2006 Rancho Vista was named a California Distinguished School, the first in the Westside Union School District. 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, Twenty-eight classrooms are currently being used as regular general education classrooms. Others include a Wellness Center, a staff workroom, a Resource Specialist classroom, a Speech/Occupational Therapy room, a Music Room, Physical Education Room, 5th grade Special Day Class, a 6th grade Special Day Class. There are currently no empty classrooms on the site. Student demographics for the 25-26 school year are Asian 6%; African American 16%; Hispanic 58%; American Indian .30%; Multi-Racial .10%; Caucasian 20%; Hawaiian .0%. Rancho Vista Elementary serves, 7% English Language Learners; 5.83% Homeless students; Students with Disabilities 15.72%; and Low Income 40%.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	153
Grade 1	124
Grade 2	129
Grade 3	123
Grade 4	97
Grade 5	140
Grade 6	120
Total Enrollment	886

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.1
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	1.9
Black or African American	13
Filipino	1.8
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.9
White	20.7
English Learners	7.1
Foster Youth	2.4
Homeless	9.3
Socioeconomically Disadvantaged	55.4
Students with Disabilities	13.1

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.

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	79.09	290.5	80.73	234405.2	84
Intern Credential Holders Properly Assigned	2	5.86	21.1	5.89	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.93	13.1	3.65	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.93	7.7	2.16	11953.1	4.28
Unknown/Incomplete/NA	3.1	9.2	27.1	7.55	15831.9	5.67
Total Teaching Positions	34.1	100	359.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29	87.88	290	83.64	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.4	4.17	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9.09	17.8	5.16	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.2	0.92	11746.9	4.23
Unknown/Incomplete/NA	1	3.03	21.1	6.1	14303.8	5.15
Total Teaching Positions	33	100	346.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	28	84.85	284.1	79.8	230039.4	100
Intern Credential Holders Properly Assigned	0	0	12.5	3.51	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	15.15	34.5	9.69	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.28	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.9	6.72	13705.8	4.91
Total Teaching Positions	33	100	356.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	3	3
Misassignments	0.00	0	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3	5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	6

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK California - Teaching Strategies, The Creative Curriculum (2023) K-5 Houghton Mifflin Harcourt, Into Reading (2025) 6-8 Savvas, My Perspectives (2025)	0
Mathematics	TK California - Teaching Strategies, The Creative Curriculum (2023) K-8 Imagine Learning, Illustrative Mathematics (2021)	0
Science	K-5 Savvas Realize, California Elevate Science, 2020 6-8 Amplify Science California, 2020	0
History-Social Science	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	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

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

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

10/1/2025

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			RM 121: carpet "yellow"
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			RM 120: 2 tiles RM 125: 4 tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	40	45	46	47	48
Mathematics (grades 3-8 and 11)	35	32	31	32	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	496	491	98.99	1.01	40.00
Female	214	214	100.00	0.00	48.36
Male	282	277	98.23	1.77	33.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	64	64	100.00	0.00	21.88
Filipino	--	--	--	--	--
Hispanic or Latino	269	265	98.51	1.49	38.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	45.16
White	112	112	100.00	0.00	51.79
English Learners	41	39	95.12	4.88	23.08
Foster Youth	11	11	100.00	0.00	27.27
Homeless	41	41	100.00	0.00	39.02
Military	--	--	--	--	--
Socioeconomically Disadvantaged	211	209	99.05	0.95	35.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	89	88	98.88	1.12	11.36

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	496	486	97.98	2.02	31.69
Female	214	210	98.13	1.87	29.52
Male	282	276	97.87	2.13	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	64	61	95.31	4.69	21.31
Filipino	--	--	--	--	--
Hispanic or Latino	269	263	97.77	2.23	27.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	35.48
White	112	111	99.11	0.89	42.34
English Learners	41	39	95.12	4.88	15.38
Foster Youth	11	11	100.00	0.00	27.27
Homeless	41	39	95.12	4.88	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	211	207	98.10	1.90	26.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	89	85	95.51	4.49	15.29

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.53	30.66	27.54	29.43	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	141	138	97.87	2.13	30.43
Female	60	58	96.67	3.33	29.31
Male	81	80	98.77	1.23	31.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	14	93.33	6.67	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	78	76	97.44	2.56	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	42.42
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	57	96.61	3.39	28.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	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.

2024-25 California Physical Fitness Test Participation Rates

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

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

2025-26 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 the 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.

Every year, Rancho Vista Administration and Staff review the current Parent and Family Engagement Policy and present to a variety of groups to provide input and direction. Administration listens to the English Language Advisory Committee (ELAC), PTA, Staff, School Site Council members, and holds a meeting in which all parents are invited to give feedback and direction in addressing the Parent and Family Engagement Policy.

Annually, the policy is reviewed at SSC, Staff Meetings, PTA Meetings, and Title 1 Meeting. Feedback is provided and discussed, and then the policy will be amended. Attention to alignment with Westside Union School District, LCAP, and WASC Goals is shared with staff, SSC, and PTA meetings. Title 1 meeting will communicate current goals and solicit feedback from parents.

The LEA supports the school by providing support at the District level in the writing and updating of all policies. Coordinating deadlines, providing technical assistance in writing the SPSA, Student Parent Compact, and Parent Family Engagement are provided to site administrators and communicated to the various stakeholders. The LEA provides feedback and proposed changes to these policies to ensure legal requirements are met.

The LEA coordinates and integrates parent and family engagement strategies with site administrators and leadership teams in professional development. Site administrators ask for feedback from parent/guardian groups at SSC meetings, PTA, and ELAC meetings.

The LEA supports the school by providing support at the District level in the writing and updating of all policies. The LEA provides feedback on proposed changes to the policy and supports the school in ensuring that the policies meet legal requirements. The 4th goal in the SPSA is to ensure that Parent Family engagement is developed and to build better communication.

Families receive the policy at the start of the school year in their Student/Parent Handbook. The Title I meeting is held annually by October 1 to review the policy and gather feedback and input. School data is shared with stakeholders, along with collecting feedback and input, to address barriers and meet the needs of all families.

In order to update the parent and family engagement policy, Rancho Vista Elementary continues to communicate with all parent groups and with individual parents to address needs and concerns. By adding a fourth goal to the SPSA, data will be collected and shared to better communicate with families.

Academic Data, and overall school data are shared with parents/guardians at PTA, SSC, ELAC, and other groups at Title 1 meeting in order to develop, revise, and review parent and family engagement policy.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	984	947	256	27.0
Female	454	434	109	25.1
Male	529	512	147	28.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	17	2	11.8
Black or African American	142	136	49	36.0
Filipino	18	17	3	17.6
Hispanic or Latino	542	530	150	28.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	56	15	26.8
White	198	189	36	19.0
English Learners	84	76	21	27.6
Foster Youth	33	31	6	19.4
Homeless	89	88	31	35.2
Socioeconomically Disadvantaged	573	551	191	34.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	149	146	42	28.8

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.1	3.85	4.57	4.11	4.37	4.86	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.57	0.00
Female	1.54	0.00
Male	7.18	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.00	0.00
White	4.04	0.00
English Learners	2.38	0.00
Foster Youth	15.15	0.00
Homeless	5.62	0.00
Socioeconomically Disadvantaged	5.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.41	0.00

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

2025-26 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.

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
K	26	0	6	0
1	28	0	4	0
2	27	0	3	0
3	30	0	4	0
4	30	0	4	0
5	26	0	5	0
6	27	0	4	0
Other	14	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	0	4	0
1	32	0	4	0
2	30	0	4	0
3	31	0	3	0
4	31	0	4	0
5	32	0	3	0
6	25	1	4	0
Other	10	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24	1	3	
1	30		4	
2	25		5	
3	29		4	
4	31		3	
5	33		1	2
6	29		4	
Other	12	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$17,144	\$5,857	\$11,288	\$93,712
District	N/A	N/A	\$8,570	\$95,235
Percent Difference - School Site and District	N/A	N/A	27.4	4.3
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	4.7	-2.7

Fiscal Year 2024-25 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 15 counselors and 9 paid counseling interns provide a range of services for students. Programs are developed and provided based on student data, such as referrals for threatening or self-harm, grades, and attendance. The counseling program is grounded in the American School Counselor Association (ASCA) framework with eight schools certified as Recognized ASCA Model Programs. All students receive Tier 1 lessons that focus on social/emotional development, attendance, and college and career readiness. Examples of counseling Tier 2 support may include instruction for smaller student groups addressing strong-willed behaviors or coping skills for students exhibiting challenges due to trauma or anxiety. Counselors are also involved in community outreach and service clubs, such as Student Ambassadors or Kindness Clubs. School counselors are assisted by a cadre of Campus Climate Assistants incorporating social-emotional support and structure for students during recess and/or lunch. Supplemental services may also include referrals to School-Based Mental Health Services.

Several programs, designed to build students' emotional intelligence and capacity and to promote positive and proactive social decision making, reduce bullying, and build an inclusive culture continue to be implemented districtwide. These programs include BoysTown, Leadership Development through Physical Education, Playworks, and Capturing Kids Hearts.

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

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,558	\$61,597
Mid-Range Teacher Salary	\$101,469	\$98,902
Highest Teacher Salary	\$131,342	\$126,340
Average Principal Salary (Elementary)	\$157,133	\$158,383
Average Principal Salary (Middle)	\$159,151	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$324,387	\$288,332
Percent of Budget for Teacher Salaries	28.97%	31.29%
Percent of Budget for Administrative Salaries	6.11%	5.38%

Professional Development

Westside continues to annually sponsor supplemental professional development for certificated staff during Westside Institute offerings. The 2024 Westside Summer Institute joined forces with New Teacher Support to provide ten intensive days of training for new teachers with topics ranging from classroom management, parent engagement, curriculum, lesson planning and design, ELD, standards based instruction and assessment. Three of these days focused on Thinking Maps and writing pathways in Narrative, Informational, and Response to Text genres and was open for all teachers to participate. The 2024 Westside Fall Institute was presented in partnership with CAST and focused on Universal Design for Learning and ensuring equitable access for our students.

Professional development addressing reading achievement continues to be a central focus for the 24-25 school year. Each summer, the district contracts with the Consortium on Reading Excellence in Education (CORE) to provide an Online Language & Literacy Academy (previously known as OERA: Online Elementary Reading Academy). This year, the district trained five "trainer of trainers" with CORE in order to better customize the OL&LA experience for teaching staff. The Online Language & Literacy Academy program consists of nine modules taken over 12 weeks with a portfolio submitted as a culminating activity. To date, over 200 teachers and administrators have participated in the summer reading academies over the course of the past four years. This series provides certificated staff with best practices and evidence-based strategies to use during first instruction as well as targeted intervention.

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

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

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

Professional Development

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

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

Leadership development Through Physical Education (LDTPE) is a supplemental curriculum to enhance current elementary physical education programming by teaching, developing, and practicing key Social Emotional Learning (SEL) skills. All elementary 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 elementary PE teachers are offered two personalized coaching sessions to better support the integration 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	70		