



WESTSIDE ELEMENTARY SCHOOL

Grades TK Through Six
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2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Coachella Valley Unified School District

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Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievements, materials, facilities, and staff. Information about the Coachella Valley Unified School District is also provided.

Parents and community play an important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In observance of that goal, I want to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. Thank you for helping Westside Elementary School create an environment where all students can be successful.

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Westside Elementary School is located in the Vista Santa Rosa community, in the city of Thermal, and serves students in grades transitional kindergarten through six following a traditional calendar. Westside Elementary School offers an all-day kindergarten program. A strong academic program is provided to every student in a nurturing environment that fosters student achievement.

At the beginning of the 2015-16 school year, 549 students were enrolled, including 6.9% students with disabilities, 58.1% English Language Learners, and 92.9% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American		Kindergarten	92
American Indian or Alaskan Native		Grade 1	62
Asian		Grade 2	70
Filipino		Grade 3	89
Hawaiian or Pacific Islander		Grade 4	79
Hispanic or Latino	97.3%	Grade 5	81
White (not Hispanic)	2.4%	Grade 6	76
Two or More Races	0.4%	Grade 7	
Socioeconomically Disadvantaged	92.9%	Grade 8	
English Learners	58.1%		
Students with Disabilities	6.9%		
Migrant Education		Total	
Foster Youth	0.7%	Enrollment	549

Sharing Westside Elementary's campus is one of the District's Head Start and Preschool programs. Preschoolers learn academic and pre-reading skills, socialization, listening skills, nutrition, and proper hygiene. The curriculum is dictated by the district's prekindergarten standards, including reading awareness, phonemic awareness, number sense, and writing strategies.

Mission Statement

The mission of Westside Elementary School is to collaborate with all stakeholders in providing a positive environment of high expectations through rigorous curriculum and data driven instruction in which every student will attain or exceed academic proficiency thus realizing their full potential in becoming productive and responsible citizens.

Vision Statement

All students at Westside Elementary School are empowered to strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. Our dedicated staff operates with integrity to challenge students in achieving their maximum potential.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through a monthly Principal's message on the schools website, ConnectEd, monthly calendars, school website, and monthly principal messages published on the school's website. Contact the principal at (760) 399-5171 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperone field trips
- Classroom Helper
- Library Assistant
- Office Helper

Committees

- District English Learner Advisory Council
- English Learner Advisory Council
- School Site Council

School Activities

- Campus Beautification Day
- Celebration of Students
- Dr. Seuss/Read Across America
- Dragon Games
- Educational Field Trips
- End of the Year Awards
- Family Festival
- Family Literacy Night
- Family Orientation Night (Before the First Day of School)
- Family Science Night
- Holiday Programs
- Music Program (Catholic Charities - 3rd & 4th grade only)
- Open House
- Red Ribbon Week
- Science Fair

Student Achievement

Physical Fitness

In the spring of each year, Westside Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	18.4%	19.7%	22.4%

Note: 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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Westside Elementary

School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Westside	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	94	86	91.5%	10.5%	94	88	93.6%	21.6%
Male	45	40	88.9%	7.5%	45	41	91.1%	22.0%
Female	49	46	93.9%	13.0%	49	47	95.9%	21.3%
Hispanic or Latino	89	81	91.0%	11.1%	89	83	93.3%	21.7%
Socioeconomically Disadvantaged	88	83	94.3%	9.6%	88	83	94.3%	21.7%
English Learners	53	45	84.9%	2.2%	53	47	88.7%	14.9%
Grade 4					Grade 4			
All Students Tested	78	75	96.2%	22.7%	78	77	98.7%	20.8%
Male	38	36	94.7%	19.4%	38	37	97.4%	24.3%
Female	40	39	97.5%	25.6%	40	40	100.0%	17.5%
Hispanic or Latino	77	74	96.1%	23.0%	77	76	98.7%	19.7%
Socioeconomically Disadvantaged	72	70	97.2%	22.9%	72	72	100.0%	22.2%
English Learners	47	45	95.7%	11.1%	47	47	100.0%	8.5%
Grade 5					Grade 5			
All Students Tested	83	80	96.4%	23.8%	83	80	96.4%	11.3%
Male	43	42	97.7%	14.3%	43	42	97.7%	9.5%
Female	40	38	95.0%	34.2%	40	38	95.0%	13.2%
Hispanic or Latino	81	78	96.3%	23.1%	81	78	96.3%	11.5%
Socioeconomically Disadvantaged	78	76	97.4%	23.7%	78	76	97.4%	11.8%
English Learners	38	35	92.1%	8.6%	38	35	92.1%	5.7%
Students with Disabilities	11	11	100.0%	-	11	11	100.0%	-
Grade 6					Grade 6			
All Students Tested	78	78	100.0%	27.3%	78	78	100.0%	11.5%
Male	39	39	100.0%	25.6%	39	39	100.0%	10.3%
Female	39	39	100.0%	29.0%	39	39	100.0%	12.8%
Hispanic or Latino	78	78	100.0%	27.3%	78	78	100.0%	11.5%
Socioeconomically Disadvantaged	73	73	100.0%	26.4%	73	73	100.0%	11.0%
English Learners	30	30	100.0%	3.5%	30	30	100.0%	-
Students with Disabilities	15	15	100.0%	-	15	15	100.0%	6.7%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Westside		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	19	21	18	22	44	48
Mathematics	15	16	11	14	33	36

Note: 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.

California Assessment of Student Performance and Progress Test Results in Science All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Westside			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	38	35	33	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	83	79	95.2%	32.9%
Male	43	41	95.4%	36.6%
Female	40	38	95.0%	29.0%
Hispanic or Latino	81	77	95.1%	32.5%
Economically Disadvantaged	78	75	96.2%	33.3%
English Learners	38	34	89.5%	14.7%
Students with Disabilities	11	10	90.9%	40.0%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

Classroom Environment

Discipline & Climate for Learning

Westside Elementary School's discipline policies are based upon a schoolwide discipline plan and PBIS, which are used as guides to develop school expectations, behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers follow the PBIS (Positive Behavior Intervention Support) program to establish core values and expectations. This program provides tiered, progressive disciplinary interventions to assist students in making the right choice.

Suspensions and Expulsions

	Westside			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	17	8	9	902	828	926	279,383	243,603	230,389
Expulsions (#)	0	0	0	13	23	25	6,611	5,692	6,227

Students are advised of behavior expectations at 1) the school assemblies held twice a year, 2) during bully prevention presentations, and 3) during classroom presentations led by either the principal or assistant principal. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. A handbook is distributed annually and outlines school behavior expectations. Monthly calendars include reminders to students to conduct themselves in a positive, respectful manner. Morning announcements include a positive message encouraging good decision making and citizenship. The principal and assistant principal maintain high visibility to students throughout the day to support a safe, respectful, and positive learning environment.

Advancement Via Individual Determination

Westside Elementary School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Westside Elementary School is focused on the organizational and note-taking skills for the second year of implementation of this program.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms

Grade	Average Class Size	2013-14		
		Number of Classes*		
		1-20	21-32	33+
K	23.0		3	
1	17.0	3	2	
2	19.0	1	3	
3	19.0	1	3	
4	14.0	4	2	
5	18.0	3	3	
6	21.0	1	3	
		2014-15		
K	20.0	1	3	
1	22.0	1	2	
2	23.0	1	3	
3	23.0		3	
4	24.0		3	
5	30.0		2	
6	25.0	1	4	
		2015-16		
K	22.0		4	
1	25.0		3	
2	16.0	2	2	
3	20.0	1	4	
4	24.0		3	
5	24.0		3	
6	21.0	3	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum at Westside Elementary School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 13, 2016, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2017-16 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin: Reading California	0%	K-6
2010	Yes	Scholastic: Read 180	0%	4-6
2005	Yes	Rigby Harcourt Achieve: On Our Way To English	0%	K-5
2007	Yes	HMH Practice Books	0%	K-2
	Yes	Rosetta Stone for ELD	0%	6
	Yes	HMH System 44 Elementary	0%	3-6
	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
2002	Yes	Houghton Mifflin: Lectura	0%	K-6
Math				
2014	Yes	Houghton Mifflin Harcourt; Go Math! (English & Spanish)	0%	K-5
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Science				
2008	Yes	Houghton Mifflin: Science	0%	K-3
2008	Yes	FOSS: Science	0%	K-5
2008	Yes	Investigating Earth Systems: Dynamic Planet	0%	6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Social Science				
2007	Yes	Houghton Mifflin: Social Studies	0%	K-3
2007	Yes	Harcourt: Reflections Social Studies	0%	K-6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK

program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and/or professional development organizations.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Westside Elementary School works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The principal and assistant principal jointly identify professional development activities based upon teacher needs, teacher surveys, results of student performance data analysis, and classroom observations. During the 2015-16 school year, site-based staff development took place during staff meetings and collaboration meetings utilizing teacher release time which focused on:

- ABI Gradebook
- AVID (Core Group During Summer)
- CAASPP Training
- CELDT Training
- Common Core State Standards
- Differentiated Thinking Maps
- iPad Training
- Lexia
- Positive Behavior Intervention and Support (PBIS) Training
- Read 180
- Reading Plus (grades 4-6)
- SST Training
- Write From the Beginning

Professional development activities are primarily led by the principal, assistant principal, or a teacher leader experienced in training and academic coaching.

Professional Staff

Counseling & Support Staff

Westside Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Westside Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Teacher Assignment

During the 2015-16 school year, Westside Elementary School had 28 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	
Bilingual Psychologist Technician	As needed	
English Learner Support Assistant	1	1.0
Computer Technician	1	0.2
Migrant Community Service Aide	As needed	
Psychologist	1	0.2
School Nurse	1	0.2
Speech & Language Aide	1	0.6
Speech & Language Pathologist	1	0.6
Health Clerk	1	1.0
Media Technician	1	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Westside Elementary School's original facilities were built in 1964; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2016-17 Planned Campus Improvements

- Replacement of campus furniture where needed
- Painting of the exterior of campus

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Westside Elementary School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms
- Walkways

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for office areas, classrooms, and restrooms.

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1964
Acreage	9.26
Bldg. Square Footage	56419
	Quantity
# of Permanent Classrooms	20
# of Portable Classrooms	19
# of Restrooms (student use)	3 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Parent Center	1

Teacher Credentials and Assignments

	Westside			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	26	28	28	801	844	857
Teachers with Full Credential	26	28	28	801	840	853
Teachers without Full Credential	0	0	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	0	0	0	17	15	9

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Westside	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas and the playground: the principal, assistant principal, teachers, and three classified staff. During recess, playground supervisors monitor student activity. Six playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, playground supervisors, and administrators monitor student behavior to ensure a safe and orderly departure.

Westside Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Westside Elementary School completed by the county took place on November 9, 2016. Results of the inspection are provided in the table below.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Westside Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in September 2016, and discussed with school staff in October 2016.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Westside Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Westside Elementary School's SARC and access the Internet at any of the county's public libraries. The closest libraries to Westside Elementary School are the Coachella Branch Library and La Quinta Branch Library.

Coachella Branch Library
1538 Seventh Street, Coachella.
(760) 398-5148
Hours: Mon., Tues. & Thurs.: 10 - 6;
Wed.: 12 - 8;
Sat.: 10 - 5;
Fri. and Sun.: Closed
Number of computers available: 7
Number of printers available: 1

La Quinta Branch Library
78275 Calle Tampico, La Quinta
(760) 564-4767
Hours: Mon. - Thurs.: 10 - 7;
Fri. and Sat.: 10 - 6;
Sun.: 12 - 4
Number of computers available: 22
Printers available: Yes
Free wireless Internet: Yes

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: November 9, 2016			
			Repair Needed and Action Taken or Planned
Systems	✓		Girls RR - Strong gas smell, exhaust fan not working
Interior Surfaces		✓	Behind Kitchen Boys RR - One sink is cracked by faucet; Rm 24 - Missing ceiling tile, walls have peeling paint; Portable Girls RR - Loose rubber base; Portable Boys RR - Cracked vinyl floor, broken ceiling tiles; Rm 14 - Stained ceiling tile
Cleanliness	✓		Rm 20 - Spider webs, teachers reported scorpions and spiders in the room; 2-3-4 Boys RR - Dirty light diffuser; Library - Drinking fountain needs cleaning
Electrical		✓	Rm 32 - Cord guard needed for wire across room; Girls RR - One light out; Portable Girls RR - One broken light diffuser; Rm 17 - Cracked light diffuser
Restrooms/Fountains		✓	Rm 30 - One of the outside drinking fountains not working; Portable Girls RR - Stall doors latch, one loose and one missing, missing faucets push button; Portable Boys RR - Missing plumbing access door, loose faucet
Safety	✓		Admin - Fire alarm supervisory trouble; Rm 9 - Outside walls peeling paint
Structural	✓		
External	✓		Main Playground - One broken swing and two missing swings
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of \$10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil 2014-15

Dollars Spent Per Student					
Expenditures Per Pupil	Westside	CVUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,847	N/A	N/A	N/A	N/A
Restricted (Supplemental)	293	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,554	4,809	115.5%	5,677	84.7%
Average Teacher Salary	76,360	76,521	99.8%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.