

Westside Elementary School

School Accountability Report Card Grades Pre K-8 Published during 2004-2005 based on Data from 2003-2004

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Principal's Message

The mission of the Westside School District is to offer the finest education possible to its students to prepare them to be productive and happy citizens. We accomplish this by creating a learning environment that engages students and teachers in a rich, meaning-centered, thinking curriculum that provides powerful teaching and learning. The overarching belief is that all children can master challenging content and complex problem solving skills. High standards are expected of all students. State aligned curriculum and instruction provide a comprehensive instructional program for all students. Revised student expectations reflect outcome-based criteria and assure alignment with state standards from preschool through the eighth grade.

Parental Involvement

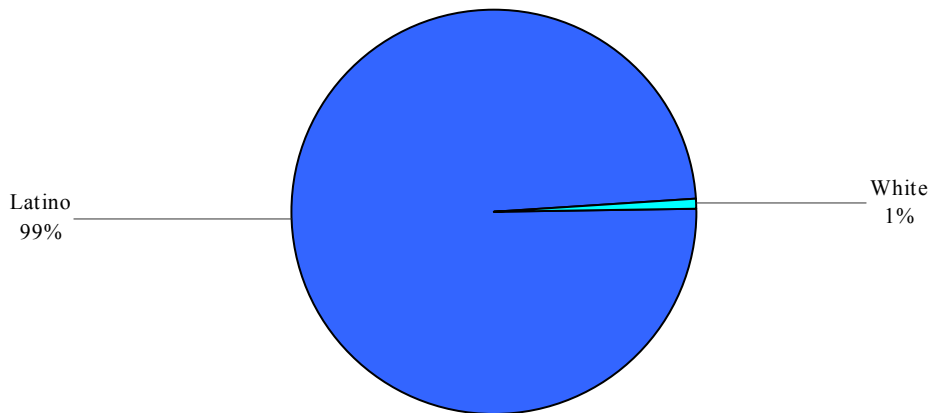
There are a group of parents at Westside Elementary School who are very involved in the education of their children. The Parent/Teacher Club and the Migrant/Parent Club have grown from a few familiar faces to a large size group at most meetings. These organizations sponsor Bingo nights and other activities as fund-raisers to raise money for numerous causes such as band and athletic uniforms, study trips and RIF, and student scholarships. The School Site Council (SSC) and District English Learner Advisory Committee (DELAC) are also very involved in the school's activities. They encourage parents to visit the school to become familiar with the curriculum and school programs.

For more information on how to become involved, contact Baldomero Hernandez/Superintendent/Principal, at (559) 884-2492.

Enrollment and Demographics

The total enrollment of Westside Elementary School was 330 students for the 2003-2004 school year.

Demographics



Baldomero Hernandez
Superintendent/Principal

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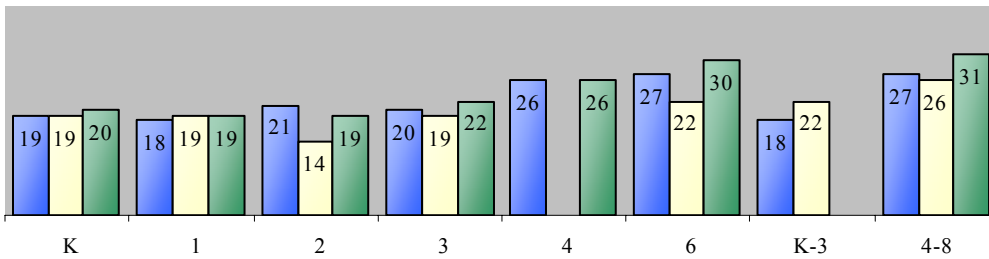
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Class Size

The three-year data for the average class size is displayed. For grades K-4 and 6, class size is displayed by grade. The category of K-3 and 4-8 indicates combined classes.

Class Size By Grade

■ 2002 ■ 2003 ■ 2004



Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	95%	100%	100%
3	100%	100%	91%

Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-8.

Westside Elementary School had six minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	58,770	36,000
1-3	63,180	50,400
4-8	66,780	54,000

Positive Learning Environment

Westside Elementary takes great pride in providing a year round sports program, which includes football, soccer, volleyball, baseball, and track.

The Student Government is extremely active in the activities of the school and schedules pep rallies and other student related activities.

Teen Choices is a two-week program provided by the school that deals with AIDS and other sexually transmitted diseases.

Westside Elementary School also has in place a strong discipline program that is firm, fair, and consistent.

Suspensions and Expulsions

	Westside ES			Westside ESD		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Suspensions	35	40	29	35	40	29
Expulsions	0	0	0	0	0	0

The total enrollment for Westside Elementary School for the 2003-2004 school year was 330.

Facilities

Westside Elementary School is approximately 45 miles southwest of Fresno, California, situated in what was once a desert of sagebrush. It is 142 square miles of rich agricultural tradition. The original brick building was constructed in 1926. The school grew to 29 classrooms on 26 acres and became one of the largest rural schools in the state. The entire school site has been remodeled and modernized with funds from State Proposition 152 moneys, and a \$1.3 million General Obligation Bond. The current enrollment is 298 students in grades kindergarten through 8, and 48 preschool students. The ethnic makeup of our students is 99% Hispanic, 1% Anglo. The program emphasizes high standards and promotes multiple opportunities for success at school.

Westside Elementary recently was reviewed by a Fresno County Office of Education William's Staff member and was reported as very clean and safe for students and staff.

School Safety

Westside Elementary School revises the School Safety Plan yearly. Parents may obtain a copy of the plan by visiting the district office; a copy is readily available. The Safety Plan encompasses any sudden unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death (such as earthquakes, fires, intruders suicide and suicide risk, and rape). The plan includes: what is a crisis, who is charge, procedures for general crisis intervention, training for safety team, a phone tree, designated school site and alternative sites if needed, record keeping forms, and special safety codes.

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **advanced** (exceeds State Standards), **proficient** (meets Standards), **basic**, **below basic**, and **far below basic**. Students scoring at the proficient or advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at proficient or advanced levels in English language arts, mathematics, science, and history/social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2004>.

Percentage of Students at Proficient or Advanced Levels									
Year Tested	Westside ES			Westside ESD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	7%	11%	10%	7%	11%	10%	32%	35%	36%
Mathematics	15%	22%	22%	15%	22%	22%	31%	35%	34%
Science	a	a	0%	a	a	0%	30%	27%	25%
History/Social Science	b	7%	12%	b	7%	12%	28%	28%	29%

"a" The science portion of the CST was administered for the first time to 5th graders in 2004.

"b" The history/social science portion of the CST was administered for the first time to 8th graders in 2003.

CST Subgroup Results:

English Language Arts, Mathematics, Science, and History/Social Science

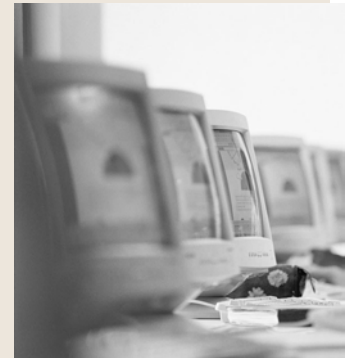
Subgroups, Spring 2004 — Percentage of Students at Proficient or Advanced Levels				
Westside ES	English Language Arts	Mathematics	Science	History/Social Science
Year Tested	2004	2004	2004	2004
Male	9%	20%	0%	19%
Female	12%	24%	0%	5%
English Learners	1%	9%	0%	17%
Socioeconomically Disadvantaged	10%	19%	0%	7%
Non-Socioeconomically Disadvantaged	11%	31%	c	27%
Students with Disabilities	0%	0%	c	c
Students without Disabilities	12%	25%	0%	14%
Migrant Education Services	8%	23%	0%	14%
African American	c	c	c	c
American Indian or Alaska Native	c	c	c	c
Asian	c	c	c	c
Filipino	c	c	c	c
Latino	10%	22%	0%	13%
Pacific Islander	c	c	c	c
White	c	c	c	c

"c" This subgroup was not considered statistically significant.

Making Sense of Testing

Q: What are the California Standards Tests?

A: The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.



Instruction and Leadership

Leadership at Westside Elementary School is a shared responsibility between district administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to address specific district wide issues. The Technology Committee, Migrant Parent Club, Parent Teacher Club, English Learner Advisory Committee, School Site Council, Student Government, and Curriculum Committee are all involved.

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The NRT is a component of the STAR program, and tests reading and math for students in grades 2-11. In spring 2003, the State Board of Education adopted the California Achievement Test, Sixth Edition, or CAT/6, as the national norm referenced test for California students. This replaced the Stanford-9 Test, which had been the NRT since 1998.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2004 school year.

Percentage Scoring At or Above the 50th Percentile						
Year Tested	Reading			Mathematics		
	2002	2003	2004	2002	2003	2004
Westside ES	d	21%	21%	d	25%	28%
Westside ESD	d	21%	21%	d	25%	28%
California	d	43%	43%	d	50%	51%

"d" Because of differences between the Stanford-9 and CAT/6 Tests, test results cannot be compared. Therefore, we are not listing the test scores for 2002 as they could give misleading information.

NRT Subgroup Results: Reading and Math

Disaggregated Results, Spring 2004 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Male	19%	27%
Female	23%	29%
English Learners	5%	11%
Socioeconomically Disadvantaged	17%	24%
Non-Socioeconomically Disadvantaged	30%	38%
Students with Disabilities	0%	7%
Students without Disabilities	24%	31%
Migrant Education Services	17%	25%
African American	c	c
American Indian or Alaska Native	c	c
Asian	c	c
Filipino	c	c
Latino	19%	25%
Pacific Islander	c	c
White	c	c

"c" This subgroup was not considered statistically significant.

Textbooks

All textbooks at Westside Elementary School are state adopted and approved. The district adheres strictly to the adoption-cycle for purchasing textbooks. All students are provided with their own copy of all textbooks in the area of reading/language arts, math, science, and history/social science to use at school and at home.

Subject Area	Textbook Title	Adopted	From SBE List?
Math	<i>Harcourt Brace Math (K-6)</i> <i>McDougal-Little (7)</i> <i>McDougal Little Algebra (8)</i>	2001	Yes
Language Arts	<i>Houghton Reading (K-6)</i> <i>McDougal-Little Literature and Language (7-8)</i> <i>Hampton Brown High Point (4-8)</i>	2002	Yes
Science	<i>Harcourt Brace Science (K-6)</i> <i>Holt Life Science and Physical Science (7-8)</i>	1999	Yes
Social Science	<i>Harcourt Brace Social Studies (K-6)</i>	2000	Yes

Academic Performance Index (API)

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2001	2002	2003
Statewide Rank	2	N/A	1
Similar Schools Rank	7	N/A	1

Schoolwide Data			
API Base and Growth Data			
Year	2001	2002	2003
% Tested	97%	N/A	100%
Base Score	556	N/A	587
Growth Target	12	N/A	11
From	01-02	02-03	03-04
% Tested	N/A	100%	99%
API Growth Score	N/A	596	583
Actual Growth	N/A	N/A	-4

Academic Performance Index (API) Subgroups

	2001-2002	2002-2003	2003-2004
Latino Base Score	556	N/A	589
Latino Growth Target	10	N/A	9
Latino Growth Score	N/A	597	579
Latino Actual Growth	N/A	N/A	-10
Socioeconomically Disadvantaged Base Score	544	N/A	573
Socioeconomically Disadvantaged Growth Target	10	N/A	9
Socioeconomically Disadvantaged Growth Score	N/A	580	571
Socioeconomically Disadvantaged Actual Growth	N/A	N/A	-2

N/A Information not available.

Award and Intervention Programs

California award and intervention programs data are based on Academic Performance Index scores from the previous year. The Immediate Intervention/Underperforming Schools Program was not funded for 2002. State award and intervention programs are currently in the California Education Code, however, the programs were not funded for the period addressed in this report, so there is no data to present at this time.

Federal Intervention Program	
	School
Year Identified for Program Improvement	2001-2002
Year in Program Improvement	Year 3
Year Exited Program Improvement	N/A
	District
Number of Schools Identified for Program Improvement	1
Percent of Schools Identified for Program Improvement	100.00%

N/A Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.
- Schools that do not meet their targets and have a statewide rank of 1 to 5 are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP).

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Program Improvement

Schools receiving Title I funding are eligible to enter the federal Program Improvement (PI) if they do not reach Adequate Yearly Progress (AYP) over a period of two consecutive years.

After entering PI, schools advance to the next level of intervention with each additional year that they do not reach AYP.

Additional information about PI is available by visiting the California Department of Education's website, at www.cde.ca.gov/ta/ac/ay, or by speaking to the school principal.

Adequate Yearly Progress

As a component of the No Child Left Behind Act of 2001, Adequate Yearly Progress reports require schools and districts in California to perform at or above proficiency levels in English language arts and mathematics by 2014. The chart below shows if students met the AYP criteria in 2003 and 2004. For a more detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met 2003 and 2004 Adequate Yearly Progress Criteria				
Year Tested	Westside ES		Westside ESD	
	2003	2004	2003	2004
Met Overall AYP Status	No	No	Yes	No
All Students	No	No	No	No
Socioeconomically Disadvantaged	No	No	No	No
Students with Disabilities	N/A	N/A	N/A	N/A
English Language Learners	No	No	No	No
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Latino	No	No	No	No
Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A

N/A Information not available.

Physical Fitness Test

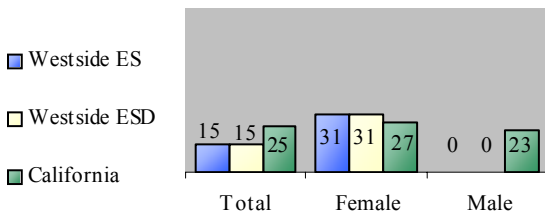
California law requires that school districts perform a physical fitness test (PFT) annually for students in grades 5, 7, and 9. The Fitnessgram® was developed as the PFT for California public schools. This assessment measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility

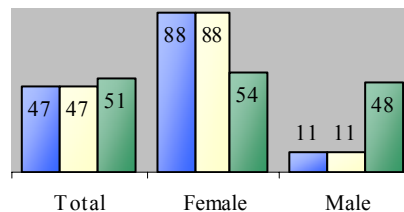
Students must score in the Healthy Fitness Zone (HFZ) for all six fitness tests in order to meet fitness standards. The PFT results below represent the percentage of students in the fifth and seventh grade that scored in the HFZ for all six standards and for five out of six standards. For a complete report on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

Grade 5

6 of 6 Fitness Standards

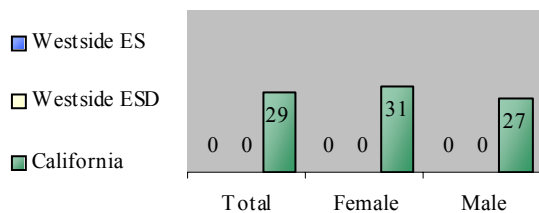


5 of 6 Fitness Standards

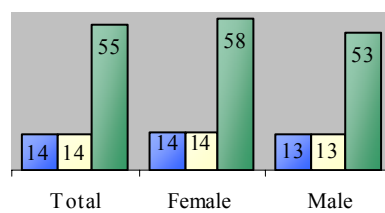


Grade 7

6 of 6 Fitness Standards



5 of 6 Fitness Standards



Q: How is Adequate Yearly Progress determined?

A: Adequate Yearly Progress reflects the minimum level of improvement that states, school districts, and school sites are required to meet each year. It is determined by a collection of performance measures needed to be achieved if the State receives Title I, Part A federal funding.

In California, these performance measures include:

- Specific percentages of students scoring at proficient or advanced levels on the California Standards Tests in English language arts and math
- Participation from 95% or more of students per each school site within district
- Specified API scores or improvement in scores
- For high schools, a specified graduation rate



Highly Qualified Teachers

The No Child Left Behind (NCLB) Act of 2001 requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information			
	2002	2003	2004
Total number of teachers	18	18	17
Full credential —fully credentialed and teaching in subject area	17	17	16
Teaching outside subject area —fully credentialed outside subject area	N/A	N/A	N/A
Teachers in alternative routes to certification —district, university internship	0	0	1
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	0	0
Teachers w/ emergency permits —not qualified but meeting minimum requirements	1	1	0
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
Teacher Misassignments of English Learners ¹	*	*	N/A
Total Teacher Misassignments ²	*	*	N/A
Vacant Teacher Positions ³	*	*	N/A

Teacher Education Level			Core Academic Courses Not Taught By Highly Qualified Teachers				
	School	District		%			
Doctorate	0%	0%	This school	0%			
Master’s degree + 30 hrs course work	0%	0%		All schools in district	0%		
Master’s degree	6%	6%			High-Poverty Schools	0%	
Bachelor’s degree + 30 hrs course work	82%	82%				Low-Poverty Schools	0%
Bachelor’s degree	12%	12%					0%
Less than Bachelor’s degree	0%	0%				0%	

* This is a new section required by the Williams Settlement. For 2004-05, data is required for one prior year only.

¹ Teachers assigned to English language learners (ELL) who do not have proper certification to teach ELL courses.

² Teacher assigned to a course that falls outside their credential/certification.

³ A certificated position that was vacant at the beginning of the year for a full year or an entire semester.

N/A Information not available.

Teacher Evaluations

All teachers at Westside Elementary School are tenured and are evaluated once a year on a formal basis. The superintendent/principal also visits every classroom at least once a day and offers support to all teachers.

Substitute Teachers

The Westside Elementary School District employees only qualified substitute teachers. There is a list of approximately ten dependable substitute teachers the District can call. It is rare when the district can not provide a substitute for any given classroom.

Counselor and Staff Services

Westside Elementary school has two full time Special Education Resource teachers who serve approximately 45 students with a variety of learning disabilities. A part-time psychologist, speech therapist, nurse’s aide, and adaptive P.E teacher are employed by the district to assist the special education resource teachers.

Q: What are the requirements for Highly Qualified Teachers?

A: The NCLB requires the following criteria be met by each teacher:

- Must possess a Bachelor’s degree
- Must have a State credential or an intern certificate/credential for no more than three years
- Must have demonstrated competence for each core subject that he or she teaches

Professional Development

Westside Elementary has provided opportunities for all teachers to attend various different professional development activities during the past three years such as AB 466 reading, AB466 Math, the Cullunin Institute, and High Point training.

“Leadership at Westside Elementary School is a shared responsibility between district administration, instructional staff, students, and parents.”



Financial Information

Expenditures Per Student — Based on 2002-2003 State Data

Total District Dollars	District Dollars Per Student	Similar Sized District Dollars Per Student	State Average All Districts Dollars Per Student
\$2,588,297	\$7,721	\$6,542	\$6,822

2002-2003 Salary Information — Does not include benefits

Range	Westside ESD	Similar Sized District
Beginning Teacher Salary	N/A	\$34,480
Mid-Range Teacher Salary	N/A	\$50,405
Highest Teacher Salary	N/A	\$60,239
Average Principal Salary	N/A	\$80,315
Superintendent Salary	N/A	\$101,078
Percent of Budget for Teacher Salaries	37.9%	39.1%
Percent of Budget Administrative Salaries	6.5%	6.2%

Note: The most recent fiscal information provided by the State is always at least two years behind.

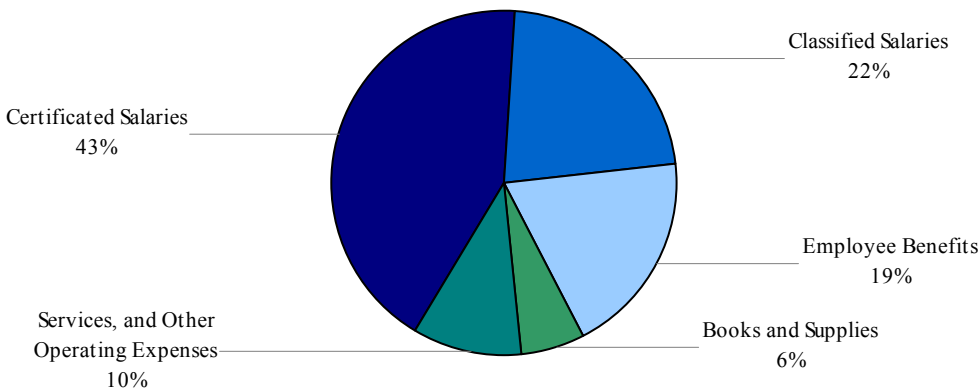
N/A Information not available.

District Expenditures

The graph below depicts how Westside Elementary School District spends its funds.

Category	Includes Costs Associated With
Certificated Salaries	Salaries for certificated staff including certificated teachers, the Superintendent, principals, and other directors or supervisors
Classified Salaries	Salaries for classified staff, such as instructional aides and administrative clerks
Employee Benefits	Benefits for all district employees
Books and Supplies	Learning materials, such as textbooks, supplies, and computers
Services, and Other Operating Expenses	Direct and indirect costs such as utilities services and other operating expenditures

Budget Expenditures



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), Awards and Intervention Programs, Adequate Yearly Progress (AYP), Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

Data gathering, compilation, layout, and design are provided by *School Innovations & Advocacy* (www.sia-us.com).

All data accurate as of February 2, 2005.



Q: What is a School Accountability Report Card (SARC)?

A: Since November 1988, State law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.