



# Westside Valley High School

890 Main Street • Newman, CA 95360 • (209) 862-2309 • Grades 9-12

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<http://www.nclusd.org/>

**2017-18 School Accountability Report Card  
Published During the 2018-19 School Year**



## **Newman-Crows Landing Unified School District**

1223 Main St.  
Newman, CA 95360  
(209) 862-2933  
[www.nclusd.org](http://www.nclusd.org)

### District Governing Board

Janice Conforti President  
RoseLee Hurst  
Paul Wallace, Clerk  
Tim Bazar  
Vernon Snodderly

### District Administration

Randy Fillpot  
**Superintendent**  
Ryan Smith  
**Director of Human Resources**  
Kim Bettencourt  
**Director of Curriculum and  
Instruction**  
Caralyn Mendonca  
**Director of Fiscal Services**  
Matt Vargas  
**Director of Maintenance and  
Operations**

## School Description

### Principal's Message

Welcome to our school. West Side Valley High School is not the typical continuation school. We offer our students the opportunity to succeed academically, as well as becoming involved in the community through service projects.

Westside Valley implements a curriculum that is focused on English, Math, Science, and Social Studies. We also offer elective courses that can be taken in conjunction with core classes at Orestimba High School.

Our 2018-2019 high school enrollment consists of 23 students. The ethnic demographics include 78% Hispanic, 9% Caucasian, 9% African American, & 4% Other. We also have 40% of our student population as English Learners. All of our students receive free lunch.

Fuel Education is offered to our students to supplement any class our program does not offer. This Internet based program gives us the freedom to design the curriculum for each individual student and for students to work at their own pace. OUR goal is to give our student's a standards based education and help them to become successful.

With our small class sizes, students who may not have had the opportunity to make decisions in the District's traditional, much larger schools, have a voice in the decisions made at Westside Valley High School. Westside Valley High School offers students the opportunity to take a leadership role by offering a Student Leadership Team. This team meets with Westside's teachers and makes decisions for the school, in regards to field trips, student activities and rewards.

Staff and administration is committed to delivering the curriculum and guidance to encourage student success. We take pride in creating opportunity for students to succeed academically and developing into productive members of society. Each student should leave as an:

\*Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.

\*Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

\*Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.

\*Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.

\*Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.

Our program also offers the opportunity for students to work in the District's elementary classrooms. "Westside Buddies" is a group of students that visit elementary classrooms and assist in concept development. This academically focused activity includes reading comprehension and reviewing key points in stories, as well as, mathematic concepts.

Rick Gonzalez, PRINCIPAL

## About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	9
Grade 12	11
<b>Total Enrollment</b>	<b>20</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	80.0
Native Hawaiian or Pacific Islander	0.0
White	10.0
Socioeconomically Disadvantaged	75.0
English Learners	40.0
Students with Disabilities	0.0
Foster Youth	0.0

## 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

Teacher Credentials			
Westside Valley High School	16-17	17-18	18-19
With Full Credential	4	3	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Newman-Crows Landing Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	138
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Westside Valley High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials Year and month in which data were collected: August 15, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Fuel Education 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Fuel Education 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Fuel Education 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Fuel Education 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Fuel Education 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Fuel Education 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Fuel Education 2018
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	WestSide CR-1: Window sills dirty

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Boys RR- Loose sink faucet - dirty drinking faucets. Girls RR- Spiderwebs inside and out window sill, stained toilet seat
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	WestSide CR-2: #15 Door trim needs replacing #15 Gate not latching
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	0.0	--	41.0	41.0	48.0	50.0
<b>Math</b>	0.0	--	24.0	25.0	37.0	38.0

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.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018-19)

We invite all of our parents to get involved. Call 209-862-2309 for your opportunity to be a part of your child's education.

**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.

**School Safety Plan**

Our site has a comprehensive school site plan. It is available upon request.

Our safety plan was updated on 10/15/2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	8.6	2.9	5.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	6.1	5.4
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.1
Counselor (Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	24

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	17.0	10.0	10.0	2	2	2						
Mathematics	17.0	20.0	10.0	2	1	2						
Science	10.0	10.0	10.0	3	2	2						
Social Science	17.0	10.0	10.0	2	2	2						

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development. Teachers have worked to implement our online program of Fuel Education. Teachers have worked collaboratively to create classes that will suit all students at West Side. It is also a district focus that we continue to work with the International Center for Leadership to build effective teaching throughout the district. We will continue to implement the Rigor, Relevance, Relationship framework.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,119	\$45,681
Mid-Range Teacher Salary	\$74,448	\$70,601
Highest Teacher Salary	\$93,111	\$89,337
Average Principal Salary (ES)	\$102,353	\$110,053
Average Principal Salary (MS)	\$105,299	\$115,224
Average Principal Salary (HS)	\$122,929	\$124,876
Superintendent Salary	\$176,916	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

We spend funding for enrichment programs at West Side. We take students on two field trips during the school year.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Westside Valley High School	2014-15	2015-16	2016-17
Dropout Rate	0.0	9.1	0.0
Graduation Rate	100.0	90.9	100.0
Newman-Crows Landing Unified	2014-15	2015-16	2016-17
Dropout Rate	1.5	3.4	1.9
Graduation Rate	98.5	96.6	97.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0%
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7211.13	\$277.18	\$10,285	\$65,875.00
District	◆	◆	\$10,285	\$72,904
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			0.0	-14.4
Percent Difference: School Site/ State			56.4	-14.6

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0



Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	95.8	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	97.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
White	100.0	90.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	85.7	92.3	56.7
Students with Disabilities	0.0	93.3	67.1
Foster Youth	0.0	0.0	74.1

#### Career Technical Education Programs

N/A

#### 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).

#### 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.