Gregg Anderson Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Gregg Anderson Academy
Street	5151 W Avenue N-8, Palmdale 93551
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 206-3750
Principal	Jessica Kott
Email Address	j.kott@westside.k12.ca.us
School Website	https://www.westside.k12.ca.us/ga
County-District-School (CDS) Code	19-65102-0125690

2023-24 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

2023-24 School Description and Mission Statement

Gregg Anderson Academy opened in the Westside Union School District (WUSD) August 9, 2012. The school is part of the Westside Union School District located in the northern section of Los Angeles County, specifically the Antelope Valley. The school serves K-6 education students both in general and special (Moderate/Severe Program and Moderate/Severe Preschool) education. Gregg Anderson Academy has 931 total students attending school for the 2023-2024 school year as of November 2023. Gregg Anderson Academy is a school of choice within the WUSD. Gregg Anderson Academy is led by Principal, Mrs. Jessica Kott and Vice Principal Noelle Zuaro.

Students selected to attend the school were chosen through a lottery protocol. Uniforms are mandatory for all students except for the Moderate/Severe department. All classrooms have state of the art technology with a Smartboard and Chromebooks or iPads. The Gregg Anderson staff are technology proficient and effectively able to implement various digital platforms to support their students' learning including Google Classroom Suite, SeeSaw, HeadSprout, IXL, NWEA assessments, as well as facilitating all of the academic curriculum online. This year the district adopted a new math curriculum, Illustrative Math for all grades. Gregg Anderson Academy is the home of the Aviators, where students soar to new heights academically and socially. Our mission is to create an environment that ensures successful learning for all students through utilization of technology, STEM and AVID strategies. With these strategies we encourage our students to be innovators, inventors, logical thinkers, and problem solvers. Our students will become contributors to their community, now, and in the future.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	131
Grade 1	130
Grade 2	124
Grade 3	127
Grade 4	133
Grade 5	128
Grade 6	94
Total Enrollment	867

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
American Indian or Alaska Native	0.1%
Asian	5.4%
Black or African American	5.8%
Filipino	1.3%
Hispanic or Latino	42.4%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	8.2%
White	36.4%
English Learners	5%
Foster Youth	1%
Homeless	1.8%
Migrant	0.1%
Socioeconomically Disadvantaged	26.9%
Students with Disabilities	13.6%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	81.87	293.50	82.05	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	17.20	4.82	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.05	13.90	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.80	1.93	12115.80	4.41
Unknown	4.00	12.11	26.10	7.30	18854.30	6.86
Total Teaching Positions	33.00	100.00	357.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	77.88	290.50	80.73	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	9.35	21.10	5.89	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.10	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.70	2.16	11953.10	4.28
Unknown	4.00	12.74	27.10	7.55	15831.90	5.67
Total Teaching Positions	32.10	100.00	359.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westside Union School District provides all students with textbooks and other instructional materials to support the district's adopted curricular programs. Funding is provided by the state for the acquisition of textbooks and instructional materials that are aligned with State Board adopted content standards in Reading/Language Arts/English Language Development, Mathematics, History/Social Science, and Science.
Our students are checked out textbooks annually by our librarian. In addition to the textbooks listed below students utilize Google Suite, online components that accompany the adopted curriculum and intervention programs. The following are the instructional programs currently adopted by our district please see the table below.

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	UPK Teaching Strategies, The Creative Curriculum (2020) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
Mathematics	UPK Teaching Strategies - The Creative Curriculum (2020) K-8 Imagine Learning, Illustrative Mathematics (2021)	Yes	0
Science	K-5 Savvas Realize, California Elevate Science, 2020 6-8 Amplify Science California, 2020	Yes	0
History-Social Science	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Gregg Anderson School, located at 5151 West Avenue N8, Palmdale, CA was opened August, 2012, with eight new structures, which include Administrative offices, 28 classrooms, four kindergarten classrooms, five FS classrooms grades TK-5th, an am and pm special needs preschool program, APE room, RSP room, speech room, library, computer, and multipurpose building with a stage.
The school is completely fenced to provide a secure and safe environment for learning. The main playground includes a large grass area for Physical Education, track, baseball field, soccer field, hardcourt area that includes handball, basketball, tetherball, play structure and other outdoor games. The Kindergarten playground is fenced off from the main area and includes a play structure, sand box, and grass area where they can sit under the trees.

Year and month of the most recent FIT report	9/12/2023

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			B 10: 4 ceiling tiles w/water damage by window, 1 ceeiling tile w/water damage center of the room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C 1: Drinking fountain not working D 7: Drinking fountain not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			B 10: 4 ceiling tiles w/water damage by window, 1 ceeiling tile w/water damage center of the room. B 5: 3 ceiling tiles with small water spots.
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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	66		44		47	
Mathematics (grades 3-8 and 11)	56		28		33	

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	473	466	98.52	1.48	65.24
Female	242	238	98.35	1.65	69.33
Male	231	228	98.70	1.30	60.96
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	79.17
Black or African American	33	33	100.00	0.00	63.64
Filipino	--	--	--	--	--
Hispanic or Latino	193	186	96.37	3.63	61.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	72.73
White	184	184	100.00	0.00	65.22
English Learners	23	21	91.30	8.70	47.62
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	1.59	54.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	61	95.31	4.69	27.87

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	473	468	98.94	1.06	54.91
Female	242	239	98.76	1.24	52.72
Male	231	229	99.13	0.87	57.21
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	66.67
Black or African American	33	33	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	193	188	97.41	2.59	50.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	63.64
White	184	184	100.00	0.00	57.61
English Learners	23	22	95.65	4.35	31.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	1.59	45.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	62	96.88	3.12	30.65

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	56.48		26.64		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	122	97.60	2.40	56.56
Female	62	59	95.16	4.84	52.54
Male	63	63	100.00	0.00	60.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	50	96.15	3.85	42.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	47	97.92	2.08	63.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.43	3.57	40.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	35.71

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	92	92	92	92

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The staff of Gregg Anderson Academy recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and to a positive school environment. There is tremendous amount of parental support at Gregg Anderson Academy from parent volunteers, PTA, SSC, Dress Code Committee, Safety Committee, ELAC and more. Parents contribute to our school both with their time volunteering in the classroom and at the school site, as well as through their monetary donations. Parents at Gregg Anderson Academy have been instrumental in helping to establish connections within the community and to the various industries (Borax Mine, Lockheed, Skunk Works, Northrup, etc. within our valley. Parents have many opportunities to participate in all PTA functions, as well as serve on several committees including: PTA executive board and committee chair positions; Safety Committee, English Learner Advisory Committee (ELAC), School Site Council (SSC), District English Learner Advisory Committee (DELAC) as well as attend the Superintendents Advisory Committee. The PTA at Gregg Anderson Academy creates special events for all students to attend and participate in including an annual Fall Festival, Career Fair, Red Ribbon Week and more.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	887	877	127	14.5
Female	427	422	60	14.2
Male	460	455	67	14.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	47	47	3	6.4
Black or African American	53	52	6	11.5
Filipino	11	11	1	9.1
Hispanic or Latino	380	374	64	17.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	72	72	14	19.4
White	322	319	37	11.6
English Learners	52	49	7	14.3
Foster Youth	10	10	5	50.0
Homeless	16	16	5	31.3
Socioeconomically Disadvantaged	256	252	59	23.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	155	150	46	30.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.72		0.02	3.36		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.9	0
Female	0.47	0
Male	1.3	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1.89	0
Filipino	0	0
Hispanic or Latino	0.53	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.17	0
White	0.62	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.78	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.58	0

2023-24 School Safety Plan

In compliance with Senate Bill 187 and Education Code 35294.6 each Westside School has developed a comprehensive safety plan. These plans are updated annually and approved by the school board by March 1 each year. The elements of this plan include disaster preparedness and procedures. Routine emergency preparedness drills are conducted monthly to ensure the safety and well being of students and staff in the event that there is a need for such an evacuation.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	
1	28		4	
2	27		4	
3	30		4	
4	24	1	3	
5	28		4	
6	28	1	1	
Other	12	6		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	
1	28		4	
2	22	1	4	
3	27		4	
4	28		4	
5	21	1	4	
6	30		3	
Other	10	5		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	619.29

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,835	$4,074	$9,760	$92,774
District	N/A	N/A	$9,760	$83,100
Percent Difference - School Site and District	N/A	N/A	0.0	14.2
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	38.7	6.1

Fiscal Year 2022-23 Types of Services Funded

A range of academic and social emotional support services exist for Westside students, many of which are unique to individual school sites and are tailored to meet the needs of the members of each school community. These supports are provided by counselors, school psychologists, school nurses, physical education teachers, a community liaison, attendance liaisons, and/or behavior specialists.

Student Study and Child Study Teams assist students experiencing academic and/or social emotional challenges, those with special needs, and with assessing eligibility for placement in special classes and/or recommending specialized services. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

A team of 13 counselors provides a range of services for Westside students. Programs are developed and provided based on student data, such as referrals for threatening or self-harm, grades, and attendance. The counseling program was developed using the Multi-Tiered Multi-Domain System of Support Framework (MTMDSS), which includes the components of the American School Counselor Association (ASCA) model. All students receive Tier 1 lessons that focus on social/emotional development, attendance, and college and career readiness. Examples of counseling Tier 2 support may include instruction for smaller student groups addressing strong-willed behaviors or coping skills for students exhibiting challenges due to trauma or anxiety. Counselors are also involved in community outreach and service clubs, such as Student Ambassadors or Kindness Clubs. School counselors are assisted by a cadre of Campus Climate Assistants incorporating social-emotional support and structure for students during recess and/or lunch. Supplemental services may also include referrals to School-Based Mental Health Services.

The behavior specialists provide student and staff guidance for students needing intensive behavior intervention.

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

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

Additional academic interventions may also include:
- Academic tutoring, either before or after school
- Learning Lab support during lunch hours.
- Classroom aides leveraged for small group instruction.

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,418	$54,215
Mid-Range Teacher Salary	$86,877	$86,843
Highest Teacher Salary	$112,455	$111,440
Average Principal Salary (Elementary)	$138,550	$140,851
Average Principal Salary (Middle)	$130,909	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$286,959	$252,466
Percent of Budget for Teacher Salaries	31.59%	33.16%
Percent of Budget for Administrative Salaries	5.74%	5.15%

Professional Development

Westside continues to annually sponsor supplemental professional development for certificated staff during Westside Institute offerings. The 2022-2023 Westside Institute summer provided two full days of facilitated collaboration for approximately 100 teachers. Grade level teams identified essential classroom routines, shared activities to build classroom relationships, analyzed district assessment data for incoming students, reviewed best practices for designated and integrated EL instruction, and established year-long pacing plans. Over the winter break, Westside Institute sessions included a one day Thinking Maps foundations training as well as a comprehensive two day thinking maps writing training. Approximately 60 teachers attend the winter training sessions annually.

Professional development addressing reading achievement continues to be a central focus for the 22-23 school year. To date, nearly 200 certificated members, including teachers, site administrators, and educational services directors, have completed an Online Elementary Reading Academy (OERA) hosted by the Consortium on Reading Excellence in Education. This series, which is offered annually each summer, provides certificated staff with best practices and evidence-based strategies to use during first instruction as well as targeted intervention.

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

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

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

Advancement Via Individual Determination (AVID) professional development is also provided annually across the District. Professional development is tailored to the specific needs of the students on campus, and focuses on intentional strategies to

Professional Development

support Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Strategies embedded during instruction support increased access to the core content and student engagement. Professional development is conducted at school sites and at AVID Summer Institute.

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

Leadership development Through Physical Education (LDTPE) is a supplemental curriculum to enhance current elementary physical education programming by teaching, developing, and practicing key Social Emotional Learning (SEL) skills. All PE teachers have participated in two full days of training, which include curriculum concepts, language, and skills and activities with a particular focus on building a positive and cohesive community of learners. This training focused on the implementation of techniques that build positive adult to student and student to student relationships resulting in atmospheres where all students can heal from elevated emotional stressors and embrace SEL skills to engage in learning. Additionally, all PE teachers received two personalized coaching sessions to better support the integrations of SEL into daily instruction. Additional layered work tailored to the needs of the school sites may also include work in social-emotional learning programs such as Leadership Development Through Physical Education, Boys Town, Where Everyone Belongs, and Capturing Kids Hearts.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	60	75	