

Gregg Anderson Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	19-65102-0125690

2024-25 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

2024-25 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 general education students in grades K-6. The site also serves students in preschool through 5th grade in the Moderate/Severe Program. This year Gregg Anderson Academy is home to an Autism Academy for grades TK-5, as well. Gregg Anderson Academy has 919 total students attending school for the 2024-2025 school year as of November 2024. 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. Gregg Anderson Academy is a Blue Ribbon School, WASC Certified and the site’s counseling

2024-25 School Description and Mission Statement

program was recently RAMP certified.

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 proficient in technology and are effectively able to implement various digital platforms to support their students' learning including Google Classroom Suite, IXL, NWEA assessments, as well as facilitating all of the academic curriculums online. Gregg Anderson Academy curriculum information: Illustrative Math is the math curriculum utilized by grades K-6. Houghton Mifflin is the ELA curriculum utilized by grades K-5 and Study Sync is utilized for 6th grade. STEMscopes is the science curriculum adopted for grades K-6. The history curriculums utilized at the site include Pearson: My World for grades K-5 for history and TCI: History Alive for 6th grade. 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	129
Grade 2	137
Grade 3	126
Grade 4	140
Grade 5	135
Grade 6	100
Total Enrollment	904

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Asian	5.4
Black or African American	6
Filipino	1.8
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.4
White	34
English Learners	5.2
Foster Youth	0.8
Homeless	2.1
Migrant	0.2
Socioeconomically Disadvantaged	30.4
Students with Disabilities	15.3

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	79.69	290.00	83.64	231142.40	100.00
Intern Credential Holders Properly Assigned	3.00	9.38	14.40	4.17	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.80	5.16	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.20	0.92	11746.90	4.23
Unknown/Incomplete/NA	3.50	10.94	21.10	6.10	14303.80	5.15
Total Teaching Positions	32.00	100.00	346.70	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	5.80	0	0

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

2024-25 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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK California - Teaching Strategies, The Creative Curriculum (2023)	Yes	0
	K-5 Houghton Mifflin Harcourt, Journeys CA (2017)		
	6-8 McGraw-Hill Education, Study Sync CA (2017)		
Mathematics	TK California - Teaching Strategies, The Creative Curriculum (2023)	Yes	0
	K-8 Imagine Learning, Illustrative Mathematics (2021)		
Science	K-5 Savvas Realize, California Elevate Science, 2020	Yes	0
	6-8 Amplify Science California, 2020		
History-Social Science	K-5 Pearson, My World California (2019)	Yes	0
	6-8 Teachers' Curriculum Institute, History Alive! (2017)		
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

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

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

10/28/2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			B 10: 2 Tiles. B 5: 2 Tiles. B7: 1 Tile. E 5: 1 Tile. Teacher Workroom: 1 Tile.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	71	45	45	46	47
Mathematics (grades 3-8 and 11)	55	62	30	31	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	497	493	99.20	0.80	70.79
Female	243	239	98.35	1.65	71.13
Male	254	254	100.00	0.00	70.47
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	80.00
Black or African American	31	31	100.00	0.00	64.52
Filipino	--	--	--	--	--
Hispanic or Latino	209	207	99.04	0.96	66.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	81.08
White	181	179	98.90	1.10	72.63
English Learners	21	20	95.24	4.76	60.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	162	99.39	0.61	64.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	62	96.88	3.12	27.42

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	497	493	99.20	0.80	61.87
Female	243	239	98.35	1.65	56.07
Male	254	254	100.00	0.00	67.32
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	76.67
Black or African American	31	31	100.00	0.00	54.84
Filipino	--	--	--	--	--
Hispanic or Latino	209	207	99.04	0.96	55.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	78.38
White	181	179	98.90	1.10	63.13
English Learners	21	20	95.24	4.76	45.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	162	99.39	0.61	56.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	62	96.88	3.12	20.97

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	58.12	56.80	28.72	27.54	30.29	30.73

2023-24 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	132	131	99.24	0.76	54.20
Female	73	72	98.63	1.37	51.39
Male	59	59	100.00	0.00	57.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	49.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	47	97.92	2.08	53.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	0.00	53.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	26.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	97	97	99	99

C. Engagement

State Priority: Parental Involvement

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

2024-25 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, WASC 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: A WASC committee, 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	927	920	96	10.4
Female	457	453	41	9.1
Male	470	467	55	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	49	3	6.1
Black or African American	59	58	8	13.8
Filipino	16	16	1	6.3
Hispanic or Latino	422	417	49	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	68	2	2.9
White	312	311	32	10.3
English Learners	52	51	6	11.8
Foster Youth	--	--	--	--
Homeless	22	20	1	5.0
Socioeconomically Disadvantaged	301	297	46	15.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	167	163	36	22.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.72	0.9	0.97	3.36	4.11	4.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.02	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.97	0.00
Female	0.00	0.00
Male	1.91	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.04	0.00
Black or African American	1.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.47	0.00
White	0.64	0.00
English Learners	1.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.80	0.00

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

2024-25 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

2024-25 School Safety 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.

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
K	31		4	
1	30		4	
2	30		4	
3	29		4	
4	25	1	4	
5	30		4	
6	31		2	
Other	10	5		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		4	
1	30		4	
2	30		4	
3	30		4	
4	32		4	
5	26	1	4	
6	33		1	2
Other	10	6		

2023-24 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	565

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	2.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$12,440	\$3,870	\$8,570	\$103,362
District	N/A	N/A	\$8,570	\$89,726
Percent Difference - School Site and District	N/A	N/A	0.0	14.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-22.8	7.0

Fiscal Year 2023-24 Types of Services Funded

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

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

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

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

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

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$59,316	\$58,553
Mid-Range Teacher Salary	\$94,696	\$93,924
Highest Teacher Salary	\$122,576	\$119,489
Average Principal Salary (Elementary)	\$158,941	\$149,898
Average Principal Salary (Middle)	\$156,764	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$312,941	\$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Westside continues to annually sponsor supplemental professional development for certificated staff during Westside Institute offerings. Summer Institute of 2023 focused on publisher provided training to support the new adoption of math instructional materials, Illustrative Math by Imagine Learning. This was followed up with an intensive wide district training in Fall 2023 hosted by the district, facilitated by site administrators, and centered around "big ideas" and instructional shifts within the recently revised CA Math Framework adopted by the State Board of Education. The 2024 Westside Summer Institute will join forces with New Teacher Support to provide ten intensive days of training for new teachers with topics ranging from classroom management, parent engagement, curriculum, lesson planning and design, ELD, standards based instruction and assessment. Three of these days will focus on Thinking Maps and writing pathways in Narrative, Informational, and Response to Text genres which will be open for all teachers to participate. The 2024 Westside Fall Institute will be presented in partnership with CAST and will focus on Universal Design for Learning

Professional development addressing reading achievement continues to be a central focus for the 23-24 school year. Each summer, the district contracts with the Consortium on Reading Excellence in Education (CORE) to provide an Online Language & Literacy Academy (previously known as OERA: Online Elementary Reading Academy) to 50 participants. The Online Language & Literacy Academy program consists of nine modules taken over 12 weeks with a portfolio submitted as a culminating activity. To date, over 200 teachers and administrators have participated in the summer reading academies over the course of the past four years.

This series provides certificated staff with best practices and evidence-based strategies to use during first instruction as well as targeted intervention.

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

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

Professional Development

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 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 are offered 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	75	70	