

# School Site (Esperanza)

## 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

<b>School Name</b>	School Site (Esperanza)
<b>Street</b>	40521 35th Street West
<b>City, State, Zip</b>	Palmdale, CA 93551
<b>Phone Number</b>	(661) 575-0420
<b>Principal</b>	Kathryn Conner
<b>Email Address</b>	k.conner@westside.k12.ca.us
<b>School Website</b>	<a href="https://www.westside.k12.ca.us/ez">https://www.westside.k12.ca.us/ez</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	19-65102-0101543

## 2024-25 District Contact Information

<b>District Name</b>	Westside Union Elementary School District
<b>Phone Number</b>	(661) 722-0716
<b>Superintendent</b>	Regina Rossall
<b>Email Address</b>	r.rossall@westside.k12.ca.us
<b>District Website</b>	<a href="http://www.westside.k12.ca.us">www.westside.k12.ca.us</a>

## 2024-25 School Description and Mission Statement

Esperanza's mission is to create a safe, equitable and academically rigorous school environment which focuses on developing college and career ready students to be productive and responsible citizens of the world.

Esperanza's School Plan offers the ongoing opportunity to plan, implement, monitor, and evaluate a meaningful standards-based curriculum for all students. The goals, objectives, and activities have been identified and written based on needs expressed by students, parents, and staff input. These goals, objectives, and activities are established to improve and focus instruction at Esperanza's Elementary School enabling students to meet grade level, district, and CA State standards.

## 2024-25 School Description and Mission Statement

Esperanza student SOAR in all areas demonstrating our student learner outcomes: Self Control, On- task , Achievement, and Respect.

The ELAC, School Site Council, The Counselor's Advisory Committee, and Grade Level Leadership Team and PBIS teams collaborated to form our School Compact and School Site Plan for Student Achievement and will continue to work towards the ongoing implementation, evaluation, and revision of these plans as needed.

Esperanza Elementary School's essential philosophical cornerstones include the concept that quality school programs are based on shared decision-making by all staff members, and stakeholders in meeting school, district, and state guidelines.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	180
Grade 1	117
Grade 2	123
Grade 3	127
Grade 4	136
Grade 5	165
Grade 6	142
<b>Total Enrollment</b>	<b>990</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.2
Asian	3.3
Black or African American	7.8
Filipino	1.4
Hispanic or Latino	62.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.9
White	17.3
English Learners	11
Foster Youth	2.2
Homeless	7.3
Migrant	0.1
Socioeconomically Disadvantaged	61.4
Students with Disabilities	16.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.00	89.74	293.50	82.05	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.56	17.20	4.82	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.90	3.89	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.56	6.80	1.93	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.00	5.13	26.10	7.30	18854.30	6.86
<b>Total Teaching Positions</b>	39.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.00	89.19	290.50	80.73	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.10	5.89	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.70	13.10	3.65	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.70	2.16	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.00	8.11	27.10	7.55	15831.90	5.67
<b>Total Teaching Positions</b>	37.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.00	83.33	290.00	83.64	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.78	14.40	4.17	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	8.33	17.80	5.16	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.20	0.92	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.00	5.56	21.10	6.10	14303.80	5.15
<b>Total Teaching Positions</b>	36.00	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
<b>Permits and Waivers</b>	0.00	1.00	2
<b>Misassignments</b>	0.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	3

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	3.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10	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. The following are the instructional programs currently adopted by our district:

**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
<b>Reading/Language Arts</b>	TK California - Teaching Strategies, The Creative Curriculum (2023) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
<b>Mathematics</b>	TK California - Teaching Strategies, The Creative Curriculum (2023) K-8 Imagine Learning, Illustrative Mathematics (2021)	Yes	0
<b>Science</b>	K-5 Savvas Realize, California Elevate Science, 2020 6-8 Amplify Science California, 2020	Yes	0
<b>History-Social Science</b>	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

## School Facility Conditions and Planned Improvements

At Esperanza Elementary, every effort is made to insure a safe and secure campus. Adult aides are employed to supervise students before school, at recess and lunch. Esperanza's aides, teachers and administrators are trained in CPR and/or First Aid. Fire and/or earthquake drills are conducted monthly. Our nurse's office is equipped with emergency supplies. Each classroom has a small emergency cart with essential supplies that can easily be taken out during drills. Additional supplies for each classroom are stored in the cargo bin located at the end of room 25, to be used for a actual emergency.

Our campus is completely fenced, with one main entrance and three secondary entrances that are only open at specific times in the morning and afternoon. Staff is assigned supervision of the grounds and gates when our students arrive and leave school. Esperanza staff also supervises three crosswalks during arrival and dismissal time to ensure our students safety.

Esperanza has a main core building that houses the administrative complex, three special day classes, Resource Specialist classroom, Speech classroom, cafeteria/auditorium, library, computer lab and a band-room as well as 33 regular education classrooms, 5 restroom complexes and 5 sets of drinking fountains. The Kindergarten play area is individually fenced and it is not part of the main playground. The main playground provides tetherball, handball, basketball, and other games. The large grass field provides ample space for our schoolwide Physical Education Program as well as other recreational activities.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces	X			Room 2: Needs carpet. Room 3: Needs carpet. Room 39: Big vertex tear by door. Room 5: Needs carpet. 3 Tiles. Room 6: Needs carpet. Room 7: Needs carpet.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Room 1: 5 Tiles. Room 10: 2 Tiles. Room 22: 2 Tiles. Room 34: 1 Tiles. Room 36: 3 Tiles. Room 37: 1 Tile. Room 40: 4 Tiles. Room 41: 12 Tiles. Room 42: 2 Tiles. Room 43: 5 Tiles. Room 44: 10 Tiles. Room 5: Needs carpet. 3 Tiles.



## School Facility Conditions and Planned Improvements

				Workroom: 1 Tile.
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	42	45	45	46	47
<b>Mathematics</b> (grades 3-8 and 11)	29	26	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
<b>All Students</b>	570	568	99.65	0.35	41.73
<b>Female</b>	278	277	99.64	0.36	45.13
<b>Male</b>	292	291	99.66	0.34	38.49
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100.00	0.00	50.00
<b>Black or African American</b>	48	48	100.00	0.00	22.92
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	356	354	99.44	0.56	42.66
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	32	100.00	0.00	37.50

<b>White</b>	103	103	100.00	0.00	45.63
<b>English Learners</b>	44	42	95.45	4.55	16.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	40	40	100.00	0.00	32.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	360	359	99.72	0.28	35.93
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	115	114	99.13	0.87	9.65

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	570	569	99.82	0.18	26.01
<b>Female</b>	278	278	100.00	0.00	23.02
<b>Male</b>	292	291	99.66	0.34	28.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	18	18	100.00	0.00	61.11
<b>Black or African American</b>	48	48	100.00	0.00	6.25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	356	355	99.72	0.28	24.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	32	100.00	0.00	25.00
<b>White</b>	103	103	100.00	0.00	33.98
<b>English Learners</b>	44	43	97.73	2.27	13.95
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	40	40	100.00	0.00	22.50
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	360	360	100.00	0.00	18.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	115	114	99.13	0.87	8.77

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	27.22	23.75	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
<b>All Students</b>	161	160	99.38	0.62	23.75
<b>Female</b>	79	79	100.00	0.00	15.19
<b>Male</b>	82	81	98.78	1.22	32.10
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	16	100.00	0.00	12.50
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	101	100	99.01	0.99	19.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	20	100.00	0.00	35.00
<b>English Learners</b>	12	12	100.00	0.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	98	97	98.98	1.02	14.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	25	96.15	3.85	8.00

## 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	100	98	98	98	98

## 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

Esperanza has many opportunities for parents to become an integral part of their children's education. Esperanza Parents can serve on the PTA, School Site Council, English Language Advisory Committee, and Counselor Advisory Committee. Additionally, if parents do not choose to be a formal participant in PTA or School Site Council, they can still attend these meetings and address the board. Our PTA sponsors many events during the year and parents are welcome to help and/or attend. Parents are encouraged to participate in the School Site Council, and meetings are held monthly with both options to attend and participate on campus, or virtually to provide access for families who may otherwise not be able to attend in person. An ELAC (English Language Advisory Council) exists to assist the needs of our families whose primary language is not English. In addition, Esperanza has created our Eage Parent Literacy and homework help clubs for ELL families. All Esperanza parents are also encourage to become district badged volunteers to help on campus in classrooms and with special events. Through our site plan parents can receive scholarships to cover the cost of fingerprinting to ensure that there are no barriers to volunteering on our campus.

At the district levels, parents can serve as volunteers in many capacities including the District Language Advisory Committee, District Advisory Committee, and committees that review technology, curriculum, and other such goals. These committees generally meet monthly to focus on issues of interest to parents at the district level. In addition, parents are invited to meet with Principals on-site, during Coffee with the Principal events, which allows an open forum for parents to connect with school administrators to discuss programs, and concerns, or to make suggestions for our campus. These meetings are open to all Esperanza families to encourage connections to campus and provide an open audience to site administrators for parents.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1078	1047	251	24.0
Female	507	489	119	24.3
Male	571	558	132	23.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	8	23.5
Black or African American	98	89	15	16.9
Filipino	15	14	2	14.3
Hispanic or Latino	668	654	164	25.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	76	73	23	31.5
White	182	180	38	21.1
English Learners	121	118	22	18.6
Foster Youth	26	25	8	32.0
Homeless	83	83	23	27.7
Socioeconomically Disadvantaged	685	666	185	27.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	213	211	58	27.5

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
3.22	3.31	2.5	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	2.50	0.00
Female	1.18	0.00
Male	3.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.86	0.00
Black or African American	9.18	0.00
Filipino	6.67	0.00
Hispanic or Latino	1.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	1.65	0.00
English Learners	2.48	0.00
Foster Youth	19.23	0.00
Homeless	2.41	0.00
Socioeconomically Disadvantaged	2.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.76	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	26		3	
1	24		4	
2	25		5	
3	25		5	
4	29		5	
5	28		5	
6	26	1	5	
Other	16	3	1	

#### 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	25	1	5	
1	28		4	
2	26		4	
3	30		4	
4	30		4	
5	29		5	
6	33		2	
Other	15	4	1	

## 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	26		4	
1	28		4	
2	29		4	
3	29		4	
4	26		5	
5	31		5	
6	27		5	
Other	10	5		

## 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	990

## 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

## 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
<b>School Site</b>	\$12,440	\$3,870	\$8,570	\$97,402
<b>District</b>	N/A	N/A	\$8,570	\$89,726
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	8.2
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.8	1.1

## 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
<b>Beginning Teacher Salary</b>	\$59,316	\$58,553
<b>Mid-Range Teacher Salary</b>	\$94,696	\$93,924
<b>Highest Teacher Salary</b>	\$122,576	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$158,941	\$149,898
<b>Average Principal Salary (Middle)</b>	\$156,764	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$312,941	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	31%	32%
<b>Percent of Budget for Administrative Salaries</b>	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	