

# Joe Walker Middle School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Joe Walker Middle School
<b>Street</b>	5632 W Avenue L-8
<b>City, State, Zip</b>	Lancaster, CA 93536
<b>Phone Number</b>	(661) 943-3258
<b>Principal</b>	Felicia Goldovsky
<b>Email Address</b>	f.goldovsky@westside.k12.ca.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	19-65102-6071690

## 2021-22 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 Address</b>	www.westside.k12.ca.us

## 2021-22 School Overview

### School Description

Joe Walker Middle School is located in the southwest portion of the Antelope Valley at the intersection of 57th Street West and Avenue L-8. Our enrollment is 803 students in grades six through eight. Students from Valley View Elementary, Quartz Hill Elementary and Sundown Elementary feed into Joe Walker Middle School.

The school includes 3 main buildings composed of 11 classrooms each, a shop/homemaking building, gymnasium, multipurpose cafeteria with band room and stage, and boys and girls locker rooms. There are also 13 permanent re-locatable classrooms. Included on campus are specialized rooms to accommodate library, computer lab, and Hi Tech Lab. The school also includes a concrete play area with equipment, grass athletic fields, quarter mile all weather track, and outdoor picnic tables.

### Mission Statement

Joe Walker Middle School provides a safe and positive environment which promotes academic success in Science, Technology, Engineering, And Learning Through Humanities. Through the collaborative efforts of school staff, students, parents, and community partners, STEALTH education creates critical thinkers, increases twenty-first century literacy, inspires creativity and develops the next generation of innovators to improve the world in which we live. At Joe Walker Middle School, student achievement is measured by a balanced assessment system using formal assessments as well as project based learning.

### Vision Statement

At the 1972 dedication of Joe Walker Middle School, then-member of the Westside Union School District School Board, James Skalicky stated, "We all want the best education possible for our children; an education that creates enthusiasm and pride in one's accomplishments; one that stimulates the inner self for a desire of understanding people, cultures, society, and education itself." To fulfill this vision, Joe Walker Middle School creates a culture of success by partnering with community organizations to promote instructional relevance in our educational program. In order to best prepare our students for success with twenty-first century skills, we provide a balanced curriculum that educates the whole child combining science, technology, engineering, and mathematics with the arts and humanities. Every child will receive a STEALTH education at Joe Walker Middle School.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	65
Grade 7	498
Grade 8	400
Total Enrollment	963

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	2.1
Black or African American	9.7
Filipino	1.7
Hispanic or Latino	45.8
Two or More Races	6.2
White	34.4
English Learners	3.6
Foster Youth	1.5
Homeless	7.3
Socioeconomically Disadvantaged	48.4
Students with Disabilities	11.7

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 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 2020

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 Houghton Mifflin Splash (2012) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
<b>Mathematics</b>	TK Houghton Mifflin Harcourt, Expressions (2016) K-5 McGraw Hill, My Math (2015) 6-8 Houghton Mifflin Harcourt, Go Math (2015)	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

## School Facility Conditions and Planned Improvements

Joe Walker Middle School continues to strive to provide a safe, secure, comfortable and clean environment for learning. We are committed to the health and safety of our students. We have a closed campus. Students are signed out through the office during school hours which requires identification. The halls and playgrounds are monitored by classified staff and certificated staff. We have a school intercom, which can be used as an emergency alert. Honeywell Instant Alert is provided district wide to notify parents of emergencies. In addition, campus supervisors/administrators have two-way radios for direct communication. A major modernization was done to this school in 2007, which upgraded electrical, plumbing, HVAC, flooring, roofing, and a new hardcourt area.

Year and month of the most recent FIT report

10/11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		B-POD CENTER: 2 damaged ceiling tiles- B-POD WORKROOM: six with glue on them CAFETERIA: 14 damaged ceiling tiles CPOD CENTER: FIVE WATER DAMAGED CEILING TILES L10: 3 water damaged ceiling tiles - one damaged/broken ceiling tile L11: 13 water damaged ceiling tiles - one damaged broken ceiling tile ripped tack board ROOM B1: carpet seam coming up down the middle of the room, North to South ROOM B11: 6 water damaged tiles ROOM B2: CRACKED CEILING TILE ABOVE DOOR - carpet seam coming updown the middle of the room, North to South ROOM B5: one water damaged tile ok ROOM B9: 2 CEILING TILES HAVE 1" HOLE ROOM D1: 5 ceiling tiles w/holes ROOM D14 COMPUTER LAB: very worn carpet old STAFF LOUNGE: 5 water damaged ceiling tiles - WEIGHT ROOM: four water damaged ceiling tiles
<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			

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		HARDSCAPE: Concrete cracks
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## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	960	NT	NT	NT	NT
<b>Female</b>	475	NT	NT	NT	NT
<b>Male</b>	485	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	20	NT	NT	NT	NT
<b>Black or African American</b>	96	NT	NT	NT	NT
<b>Filipino</b>	15	NT	NT	NT	NT
<b>Hispanic or Latino</b>	438	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	66	NT	NT	NT	NT
<b>White</b>	324	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	13	NT	NT	NT	NT
<b>Homeless</b>	168	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	466	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	113	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	960	NT	NT	NT	NT
<b>Female</b>	475	NT	NT	NT	NT
<b>Male</b>	485	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	20	NT	NT	NT	NT
<b>Black or African American</b>	96	NT	NT	NT	NT
<b>Filipino</b>	15	NT	NT	NT	NT
<b>Hispanic or Latino</b>	438	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	66	NT	NT	NT	NT
<b>White</b>	324	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	13	NT	NT	NT	NT
<b>Homeless</b>	168	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	466	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	113	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	401	NT	NT	NT	NT
<b>Female</b>	194	NT	NT		
<b>Male</b>	207	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	38	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	184	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	28	NT	NT	NT	NT
<b>White</b>	139	NT	NT	NT	NT
<b>English Learners</b>	12	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	76	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	205	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	52	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Many opportunities exist for parent involvement in Westside Union School District and at Joe Walker. At the district level parents are encouraged to participate on the District Advisory Committee. Joe Walker has various opportunities for parents to become involved. Joe Walker maintains a School Site Council and PTA, which conduct monthly meetings. Parents are encouraged to run for office and attend monthly meetings for these governing bodies. Additionally, Joe Walker provides quarterly English Language Advisory Committee meetings, bi-annual Foster Youth Outreach meetings, and bi-annual School Based Mental Health informational meetings. Parents are also welcome to volunteer to support our programs under the direct instruction of a classroom teacher. For further information please contact Teresa Johnson at 943-3258.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1027	1014	59	5.8
Female	515	507	27	5.3
Male	512	507	32	6.3
American Indian or Alaska Native	2	1	0	0.0
Asian	20	20	0	0.0
Black or African American	105	105	12	11.4
Filipino	16	16	0	0.0
Hispanic or Latino	475	468	27	5.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	65	65	3	4.6
White	342	337	17	5.0
English Learners	35	35	2	5.7
Foster Youth	20	18	0	0.0
Homeless	89	89	7	7.9
Socioeconomically Disadvantaged	512	507	46	9.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	124	124	15	12.1

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.40	0.00	3.21	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.42	1.86	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

In compliance with Senate Bill 187 and Education Code 35294.6 each Westside School has developed a comprehensive safety plan. The elements of this plan include disaster preparedness and procedures. The Emergency Preparedness Plan is reviewed with the staff and students yearly. 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	4	14	15
Mathematics	29	6	10	18
Science	28	9	6	21
Social Science	29	5	11	18

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	7	22	6
Mathematics	27	6	19	10
Science	27	5	26	3
Social Science	27	6	27	2

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	7	13	13
Mathematics	27	6	23	5
Science	28	6	14	12
Social Science	26	7	17	10



## 2020-21 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
<b>Pupils to Academic Counselor</b>	802.5

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.2
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.4

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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>	\$10,285	\$2,896	\$7,389	\$87,984
<b>District</b>	N/A	N/A	\$7,389	\$80,090
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	9.4
<b>State</b>			\$8,444	\$85,863
<b>Percent Difference - School Site and State</b>	N/A	N/A	-13.3	2.4

## 2020-21 Types of Services Funded

A range of academic and social emotional supports exist for Westside students, many of which are unique to individual school sites, tailored to meet the needs of the members of each school community. These supports are provided by counselors (district and/or community-based), school psychologists, school nurses, specialists in Speech/Language/Hearing, adaptive physical education teachers, 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 as needed. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

Ten counselors provide a range of support services for Westside students. Programs and services are developed and provided based on student data (such as referrals for threatening or self-harm behaviors, grades, and attendance) and the needs of the school site. The counseling program was developed using the Multi-Tiered Multi-Domain System of Support Framework (MTMDSS), which supports the components of the American School Counselor Association. As part of the comprehensive supports, all students receive Tier 1 lessons that focus on social/emotional development, attendance, and college and career readiness. Additionally, social-emotional and character development programs build upon the skills and habits of mind that are nurtured and developed in Leadership Development through Physical Education (LDTPE), Advancement Via Individual Determination (AVID), and Boys Town. Examples of counseling Tier 2 support programs may include specific groups for strong-willed students, students experiencing grief, coping skills for students exhibiting behaviors due to trauma or anxiety, and academic supports such as organization and time management. 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, trained paraprofessionals who provide social-emotional support and structure for students during more unstructured parts of the school day such as recess and lunch. Counselors and Educational Service staff members collaborate regularly with community agencies to facilitate alignment and coordination of resources and supports for students and their families. Additional services include referrals to School-Based Mental Health Services. These services are provided at all Westside school sites for eligible students.

Behavior specialists provide student and staff support for students needing intensive behavior support and/or 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. Two of these are BoysTown (implemented in grades Kindergarten through 8) and Leadership Development through Physical Education for students.

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 tailored to build on areas that need support and 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.

Academic interventions across the district and at varying school sites are provided for students working below standards may include:

- Academic tutoring, either before or after school, which may include frontloading of academic concepts and/or homework assistance.
- Learning Lab support during lunch hours.
- Classroom aides leveraged to support small group instruction.

Each school site has at least one bilingual assistant to support continual communication with parents of English learners. The bilingual assistants play a large role in the outreach to parents. They encourage participation in advisory groups, such as ELAC and DELAC, and arrange parent/teacher conferences. Bilingual assistants are able to provide translated services at IEP meetings, Child Study Team meetings, and parent/teacher conferences. Additionally, the bilingual assistants translate messages to parents including mass phone messages, emails, and flyers. Site bilingual assistants also continue to run parent outreach programs to support literacy, such as the Latino Literacy Project. Bilingual assistants provide ongoing support within the classroom to English learners.

## 2020-21 Types of Services Funded

District bilingual assistants are responsible for notifying parents through required notifications, reclassifying English learners, and providing the state assessments (both the Initial ELPAC and Summative ELPAC).

When students enroll, English learners are placed into support classes at the middle school. These classes include instruction in designated ELD as well as content support.

New students, based on the Home Language Survey, that are awaiting the Initial ELPAC to determine English Language Acquisition Status, are presumed English learners until that assessment can be completed.

School supplies and backpacks are provided as needed to foster youth, students experiencing homelessness or financial hardships and are available for distribution at school sites. Assistance with transportation services is available through communication with the homeless liaison and/or foster liaison. These liaisons continue collaboration with local agencies, such as the LACOE Foster/Homeless Collaborative, Department of Mental Health, and local homeless shelters. English Learners participate in the structured English Immersion program, which includes integrated and designated English Language Development.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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>	\$46,343	\$52,060
<b>Mid-Range Teacher Salary</b>	\$84,347	\$84,043
<b>Highest Teacher Salary</b>	\$109,179	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$131,432	\$133,582
<b>Average Principal Salary (Middle)</b>	\$135,353	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$249,003	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	35%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Professional development focusing on equity is conducted to address student group disproportionalities and equitable practices. Session workshops are delivered in a three part Enhancing Equity series for all employees throughout the District. Session topics include implicit bias, micro aggressions, vulnerable decision points, and strategies to build inclusive environments. The focus of this work is to support equitable and inclusive learning environments and work environments for our students and staff. 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.

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.

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 provided 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.

Westside continues to partner with DNA Math to provide foundational training for making sense of mathematics for teaching. Three days of training focuses on digging deep into mathematical reasoning; exploring how to develop, select, and modify mathematics tasks; and learning to apply tasks, questions, and evidence (TQE).

Westside continues to annually sponsor supplemental professional development for certificated staff during Westside Institute offerings. The 2021-2022 Westside Institute summer participants took a focused look at the impact of COVID-19 on student academic achievement as well as its toll on the mental health of students, staff, parents, and community. Teachers participated in reviewing data surrounding learning loss as well as viewed A Trusted Space. A Trusted Space is a documentary-training film for educators on how to help mitigate the effects of the grief, trauma, anxiety and other emotional stressors that so many students, families, and staff feel as they return to in-person learning. The second portion of this year's institute was spent in a virtual training with Katie Novak on the foundations of Universal Design Learning (UDL) and the core components of a highly effective, school wide multi-tiered system of support.

Professional development addressing reading achievement is provided to certificated staff. Nearly 100 teachers, all site administrators, and every educational services director has completed or is currently completing an Online Elementary Reading Academy (OERA) hosted by the Consortium on Reading Excellence in Education. This series will provide certificated staff on 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.

## Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	80	65	60

# Westside Union Elementary School District 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 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 Address</b>	www.westside.k12.ca.us

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	6286	41	0.65	99.35	12.20
<b>Female</b>	3076	11	0.36	99.64	0.00
<b>Male</b>	3210	30	0.93	99.07	16.67
<b>American Indian or Alaska Native</b>	13	0	--	100.00	--
<b>Asian</b>	150	0	0.00	100.00	--
<b>Black or African American</b>	678	8	1.18	98.82	--
<b>Filipino</b>	93	1	1.08	98.92	--
<b>Hispanic or Latino</b>	3173	17	0.54	99.46	5.88
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	369	1	0.27	99.73	--
<b>White</b>	1805	14	0.78	99.22	21.43
<b>English Learners</b>	374	2	0.53	99.47	--
<b>Foster Youth</b>	136	4	2.94	97.06	--
<b>Homeless</b>	990	4	0.40	99.60	--
<b>Military</b>	43	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	3228	26	0.81	99.19	7.69
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	906	41	4.53	95.47	12.20

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	6286	40	0.64	99.36	12.50
<b>Female</b>	3076	11	0.36	99.64	9.09
<b>Male</b>	3210	29	0.90	99.10	13.79
<b>American Indian or Alaska Native</b>	13	0	--	100.00	--
<b>Asian</b>	150	0	0.00	100.00	--
<b>Black or African American</b>	678	8	1.18	98.82	--
<b>Filipino</b>	93	1	1.08	98.92	--
<b>Hispanic or Latino</b>	3173	16	0.50	99.50	12.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	369	1	0.27	99.73	--
<b>White</b>	1805	14	0.78		14.29
<b>English Learners</b>	374	2	0.53	99.47	--
<b>Foster Youth</b>	136	4	2.94	97.06	--
<b>Homeless</b>	990	4	0.40	99.60	--
<b>Military</b>	43	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	3228	25	0.77	99.23	8.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	906	40	4.42	95.58	12.50

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.