

138th Street School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|--|---|
| School Name | 138th Street School |
| Street | 5403 W. 138th Street |
| City, State, Zip | Hawthorne, CA 90250 |
| Phone Number | (310) 725-2151 |
| Principal | Hugo Rios |
| Email Address | hrios@wiseburn.org |
| School Website | https://138thstschool.wiseburn.org |
| County-District-School (CDS) Code | 19651696023816 |

2022-23 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Wiseburn Unified School District |
| Phone Number | (310) 725-2101 |
| Superintendent | Dr. Blake Silvers |
| Email Address | bsilvers@wiseburn.org |
| District Website Address | www.wiseburn.org |

2022-23 School Overview

138th Street School is one of three elementary schools located in the Wiseburn Unified School District (enrollment: 4,000) located just south of LAX.

138th Street School serves 434 3rd-5th grade students: 11.74% are ELL, 21% identify as white; 55% Hispanic/Latino; 13% African American, 1% American Indian, 1% 2 or more races, and 9% Asian. There are 16 classroom teachers which include ELD, RSP, and SDC, CARE Team, credentialed music teachers, Cotsen Mentor, Assistant Principal and Principal. Since 2010, 138th Street School has been identified as a Title 1 school and now implements a school-wide 1:1 Chromebook.

At 138th Street School Elementary we strive to bring out our BEST in all we do. While our BEST acronym guides us within our positive behavior reinforcement system (B-Be Responsible, E-Effort all the Way, S-Safety First, T-Treat all with Respect), it also stands for something more. As Future Focus learners, we know that “to be our best” involves being engaged and reflective citizens of the world. Our students, teachers, and staff are all committed to putting their BEST foot forward and are eager to jump into learning with an open and curious mind. We see a culture of continuous improvement in all aspects of school life at 138th Street School. Students are learning to be flexible in their thinking, valuing mistakes as learning opportunities, and using one another as resources to enhance their learning.

The learning community at 138th Street School is supported by all parents, teachers, students, and staff. Through our PTA and Wiseburn Education Foundation we are able to provide our students with a curriculum that is well-rounded and rich with hands-on, engaging learning opportunities.

The staff continues to work together at improving our Professional Learning Community (PLC), whereby teachers and other

2022-23 School Overview

support staff collaborate by using local assessments to improve student achievement. Our teachers at 138th Street School are also on a path of continuous growth, modeling for their students the growth mindset in action. Teachers are taking the time to collaborate and think critically as we continue our implementation of Writers Workshop to our rich curriculum that includes our Language Arts series, Wonders, and continue to develop and enhance our CGI curriculum. This process is showing our students that we are all lifelong learners and our capacity to be flexible and adapt and change over time leads us to make deeper connections and insights into our learning.

In Mathematics, we continue to deepen our understanding of mathematical concepts and practices through the lens of Cognitively Guided Instruction (CGI). The CGI philosophy emphasizes a student-centered approach to teaching mathematics that focuses on problem-solving, collaboration, and reflection. Students and teachers engage with concepts at a deeper level and utilize a wide variety of strategies to demonstrate their learning and understanding. In addition, My Math is the adopted textbook used by teachers as a primary component of their math instruction. Both ST Math and Simple Solutions are supplemental resources that help build students knowledge in key math concepts.

A Multi-Tiered System of Support (MTSS) continues to be implemented students offering immediate and specific academic and behavioral assistance where needed. Students are identified for intervention by a universal screener administered six times a year and teacher recommendation. Our Student Study Team added new procedures for staff members to review supports for students and provide strategies for parents to support their children at home. These procedures include utilizing both formative and summative assessments, classroom observations, as well as, considering a student's social-emotional well-being to best determine the appropriate course of action for support. This process involves our Assistant Principal, CARE Counseling Team, intervention specialists, parents, and classroom teachers in collectively developing strategies to support positive student outcomes.

Being our BEST is a continuous process that involves compassion, collaboration, creativity, and community. The learning community at 138th Street School strives to reach those goals each and every day.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 3 | 137 |
| Grade 4 | 151 |
| Grade 5 | 154 |
| Total Enrollment | 442 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.5 |
| Male | 52.5 |
| American Indian or Alaska Native | 0.2 |
| Asian | 4.1 |
| Black or African American | 7.0 |
| Filipino | 2.7 |
| Hispanic or Latino | 55.4 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 12.0 |
| White | 18.1 |
| English Learners | 11.8 |
| Foster Youth | 0.0 |
| Homeless | 0.2 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 36.2 |
| Students with Disabilities | 16.7 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.30 | 100.00 | 165.70 | 90.32 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.54 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 5.20 | 2.88 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 6.40 | 3.49 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 5.00 | 2.76 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.30 | 100.00 | 183.50 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at 138th Street School School are aligned to the California Standards and Frameworks.

Year and month in which the data were collected

September 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|-----------------------------|--|
| Reading/Language Arts | McGraw Hill "Wonders" 2017 | Yes | 0% |
| Mathematics | McGraw-Hill "My Math" 2014 | Yes | 0% |
| Science | Pearson Science 2008 | Yes | 0% |
| History-Social Science | Houghton Mifflin History Social Science 2007 | Yes | 0% |

School Facility Conditions and Planned Improvements

Age of School Buildings

138th Street School has 20 classrooms, one SDC classroom, two resource specialist classroom, one speech therapist, an ELD classroom, multipurpose room, a library, and an administration building. The main campus was upgraded in 1997. The following buildings have been added to the main campus after 2009: a library, media center four classrooms, a kitchen conference room and a multi-purpose room. All classrooms were up-graded in 2014. Two portable classrooms have been added to support arts programs, counseling, PTA, and to add space for our Child Development Center.

Maintenance and Repair

WUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The WUSD governing board has adopted cleaning standards for all schools. A summary of these standards is available at the WUSD office, or on-line. The site principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

November 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | HVAC |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---------|
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Gutters |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 61 | N/A | 67 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 52 | N/A | 47 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 439 | 437 | 99.54 | 0.46 | 61.33 |
| Female | 211 | 211 | 100.00 | 0.00 | 61.14 |
| Male | 228 | 226 | 99.12 | 0.88 | 61.50 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 18 | 17 | 94.44 | 5.56 | 82.35 |
| Black or African American | 33 | 33 | 100.00 | 0.00 | 54.55 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 66.67 |
| Hispanic or Latino | 244 | 244 | 100.00 | 0.00 | 52.87 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 55 | 54 | 98.18 | 1.82 | 75.93 |
| White | 75 | 75 | 100.00 | 0.00 | 77.33 |
| English Learners | 53 | 52 | 98.11 | 1.89 | 30.77 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 162 | 161 | 99.38 | 0.62 | 42.86 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 76 | 76 | 100.00 | 0.00 | 36.84 |

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 439 | 438 | 99.77 | 0.23 | 51.83 |
| Female | 211 | 211 | 100.00 | 0.00 | 47.39 |
| Male | 228 | 227 | 99.56 | 0.44 | 55.95 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 18 | 17 | 94.44 | 5.56 | 64.71 |
| Black or African American | 33 | 33 | 100.00 | 0.00 | 45.45 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 83.33 |
| Hispanic or Latino | 244 | 244 | 100.00 | 0.00 | 41.39 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 55 | 55 | 100.00 | 0.00 | 70.91 |
| White | 75 | 75 | 100.00 | 0.00 | 68.00 |
| English Learners | 53 | 53 | 100.00 | 0.00 | 16.98 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 162 | 162 | 100.00 | 0.00 | 32.10 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 76 | 76 | 100.00 | 0.00 | 27.63 |

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.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 49.67 | NT | 45.63 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 153 | 153 | 100 | 0 | 49.67 |
| Female | 75 | 75 | 100 | 0 | 46.67 |
| Male | 78 | 78 | 100 | 0 | 52.56 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 11 | 11 | 100 | 0 | 18.18 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 77 | 77 | 100 | 0 | 42.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 24 | 24 | 100 | 0 | 66.67 |
| White | 24 | 24 | 100 | 0 | 62.5 |
| English Learners | 19 | 19 | 100 | 0 | 5.26 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 51 | 51 | 100 | 0 | 29.41 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 22 | 22 | 100 | 0 | 31.82 |

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100% | 100% | 100% | 99% | 100% |

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.

2022-23 Opportunities for Parental Involvement

Parent participation and engagement are essential components to our success at 138th Street School. The prominent marquee posted near the front entrance informs our school community about important upcoming events. Weekly and monthly emails in English and Spanish inform parents of the current events taking place within the school and highlight the strong partnership between District and community members. Parents are elected to our School Site Council(SSC), which works with the administration to develop goals and allocate resources to support our students and staff. Parents of English Learners are vital to our English Language Advisory Committee(ELAC) and to outreach efforts on behalf of new families. When allowed under Health Department Guidelines, teachers use parent volunteers to help with special projects in the classroom and to chaperone field trips.

The Wiseburn Education Foundation provides funding for programs that enrich our arts and music opportunities. When appropriate, our PTA helps staff members in classrooms and supports programs throughout the school. In a traditional year, parents participate in our annual Talent Show, Care Giver Dance, field trips, restaurant nights, seasonal fundraising activities, Family Arts Night, Craft Night, Movie Nights and Book Fairs. Parents are encouraged to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and February.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 453 | 449 | 59 | 13.1 |
| Female | 216 | 214 | 29 | 13.6 |
| Male | 237 | 235 | 30 | 12.8 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 18 | 18 | 1 | 5.6 |
| Black or African American | 34 | 34 | 2 | 5.9 |
| Filipino | 12 | 12 | 0 | 0.0 |
| Hispanic or Latino | 249 | 248 | 42 | 16.9 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 55 | 54 | 3 | 5.6 |
| White | 82 | 80 | 11 | 13.8 |
| English Learners | 61 | 61 | 10 | 16.4 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 1 | 1 | 1 | 100.0 |
| Socioeconomically Disadvantaged | 169 | 169 | 40 | 23.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 82 | 82 | 20 | 24.4 |

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 1.11 | 0.77 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.04 | 1.41 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

138th Street School continues to provide a safe, nurturing and secure environment for all students. 138th Street School is a closed campus and gates are monitored by teachers and staff at arrival and dismissal times. The 138th Street School staff monitors the school grounds 30 minutes before and 15 minutes after school, as well as at all recess and lunch times. Teachers and both the Assistant Principal and Principal regularly review the rules for safe, responsible behavior in school and on the playground with students. When appropriate, visitors enter the school through the main office, where they sign in and receive a 138th Street School badge to wear throughout their stay. Our School Safety Plan is revised on an annual basis and was last revised in January 2023. The School Safety Plan includes emergencies, exit routes, and inventories of emergency supplies. The plan is available to all community members and is located in the main office and posted on the school website. The 138th Street School Staff has an opportunity to discuss the plan and participates in monthly school drills which include; Fire, Intruder on Campus, Lockdown, Shelter- in- Place, Drop Drill, and Earthquake Drill. The following topics outline our Comprehensive Safe Elementary School Plan and include the major action plan that focuses on programs and policies that help in our goal of a safe Elementary School.

Our Comprehensive Safe Elementary School Plan includes the following state mandates:

- A safe and orderly environment that is conducive to learning
- Disaster procedures for various emergency situations
- Sexual Harassment Policy
- Procedures for reporting hate crimes
- Procedures for notifying teachers of dangerous students
- Child Abuse reporting procedures
- Elementary School dress code and board policy
- Policies related to suspension and expulsion
- Procedures for student safe ingress and egress
- Elementary School Rules
- Pandemic Preparedness (COVID Guidelines and Procedures)

Each year we add several new safety precautions due to situations that occurred throughout the United States. Every year, as a District we participate in the annual earthquake simulation drill (The Great Shakeout). We have revised our evacuation procedures to allow for a more fluid and seamless exit from school buildings to a safe location. In addition, ongoing review of our emergency supplies is being conducted by staff to eliminate outdated materials and begin aligning emergency supplies district-wide. In Wiseburn, we are privileged to have responsive law enforcement support. The presence of our local law enforcement officers patrolling our neighborhoods and schools during crucial times supports a love for learning, which is appreciated by all.

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.

2019-20 Elementary 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 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 3 | 28 | | 15 | 3 |
| 4 | 30 | | 25 | |
| 5 | 36 | | 20 | 5 |

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 3 | 24 | | 18 | |
| 4 | 30 | | 25 | |
| 5 | 30 | | 25 | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 3 | 20 | 3 | 18 | |
| 4 | 25 | 5 | 25 | |
| 5 | 26 | 5 | 25 | |

2021-22 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 | 0 |

2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 4.9 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,281 | \$1,504 | \$6,777 | \$93,325 |
| District | N/A | N/A | \$6,971 | \$90,319 |
| Percent Difference - School Site and District | N/A | N/A | -2.8 | 3.3 |
| State | N/A | N/A | \$6,594 | \$79,175 |
| Percent Difference - School Site and State | N/A | N/A | 2.7 | 16.4 |

2021-22 Types of Services Funded

Types of services funded in 2022-23 were used to support the overall educational program of students at 138th Street School. 138th Street School Elementary School provided supplemental instructional services per the District's Title I entitlement. 138th Street School specifically prioritizes a more robust array of integrated interventions for struggling students utilizing a technology platform; a focus on personalization of student learning; more coaching and collaboration time for grade levels in the implementation of essential standards; and, a focus on student ownership of learning and the real-world application of learning. 138th Street School received LCAP funds to: pay 100% of an Assistant Principal, Title 1 funding made possible the hiring of an RTI Specialist 60% of the time to assist with students literacy and math needed.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$53,969 | \$48,503 |
| Mid-Range Teacher Salary | \$88,902 | \$74,912 |
| Highest Teacher Salary | \$107,052 | \$100,321 |
| Average Principal Salary (Elementary) | \$128,948 | \$122,160 |
| Average Principal Salary (Middle) | \$133,424 | \$127,632 |
| Average Principal Salary (High) | | \$137,578 |
| Superintendent Salary | \$254,958 | \$198,665 |
| Percent of Budget for Teacher Salaries | 36% | 31% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

Professional Development

Staff Development continues to play a pivotal role in the Wiseburn Unified School District. In 2022-23, the focus for 138th Street School and the District is Balance Literacy focused on Writer's Workshop and continuing to deepen our study of Cognitively Guided Instruction (CGI) in Math. Teachers participated in four Staff Development days on Writer's Workshop led by Momentum to aligning targeted instruction in literacy. Through our continued partnership with Talking Teaching Network, the focus was on supporting teachers during their TCT (Teacher Collaboration Time) in their implementation of Writer's Workshop and providing opportunities for increased collaboration with support from our ELA and Science TOSA. In addition, all teachers in grades 3-5 participated in 5 lab days with a content expert in math to support developing cohesive lessons for daily math instruction. Teachers co-plan and debrief studying student work and learning outcomes to plan next steps in their instruction.

We also continued our focus on student-centered work as teachers utilize grade level reading assessments through the STAR Assessment program. Teachers collect and review STAR data six times a year to monitor student progress in reading comprehension and mathematics. Each Wednesday, students have an early dismissal to designate ample time for teacher, grade level and site level planning activities. From this, student strengths and learning needs are identified and strategies for improving delivery of services and instruction which are aligned to professional development groups. When planning staff training, teachers and administrators look at student work, test scores and review the most pressing issues of the previous year to choose specific topics to focus on and refine instruction.

At 138th Street School, we aspire to continuously question, investigate, share learning, and act on it. The principal takes the lead in creating a school-wide culture of inquiry and improvement. This is a professional, nurturing environment that encourages collaboration among staff and other stakeholders as we reflect on strengths and growth areas through analysis of self-assessments, feedback from peers, parents, and partners.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 4 | 3 |