IDEA Academy @Cottonwood
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

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

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

2024-25 School Contact Information

School Name	IDEA Academy @Cottonwood
Street	2740 W Avenue P-8
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 267-2825
Principal	Thomas Morreale
Email Address	t.morreale@westside.k12.ca.us
School Website	https://www.westside.k12.ca.us/cw
Grade Span	K-6
County-District-School (CDS) Code	19-65102-6109664

2024-25 District Contact Information

District Name	Westside Union Elementary School District
Phone Number	(661) 722-0716
Superintendent	Regina Rossall
Email Address	r.rossall@westside.k12.ca.us
District Website	www.westside.k12.ca.us

2024-25 School Description and Mission Statement

School Description

The IDEA Academy @Cottonwood is an elementary STEAM (science, technology, engineering, and art) academy and a school of choice in the Westside Union School District for Universal Pre-Kindergarten - 6th grades. Our school, located at Avenue P-8 and Hubbard Street in Palmdale, currently serves 660 students in grades UPK-6 in both general and special education. The IDEA Academy's rigorous academic programs equip students with 21st century skills through hands-on, real world application and creative problem solving with Project Lead the Way (PLTW) engineering; a 1:1 technology program; and access to

2024-25 School Description and Mission Statement

robotics, music, drama, art, as well as a campus makerspace for exploration and projects. Our school is accredited by the Western Association of Schools and Colleges (WASC). School wide certification in Advancement via Individual Determination (AVID) and designation as an AVID Showcase school promote college and career readiness and supports all students in building academic proficiency. In addition to using AVID's critical reading and writing strategies to support standards-based learning, students explore college and career pathways through guidance lessons, career presentations from members of the community, and an arts partnership with the local community college. The IDEA Academy also provides a safe learning environment for students with positive behavior interventions and supports that foster school connectedness through school wide morning meetings, student leadership and mentorship groups, and social skills instruction. Our school campus has a makerspace, engineering lab and flexible use multipurpose spaces for STEAM learning. The school community is supported by a strong Parent Teacher Association, School Site Council, and English Language Advisory Committee. All students participate in our Dress for Success uniform dress code.

Mission Statement:

The IDEA Academy @Cottonwood is a caring, safe, and collaborative community focused on standards based learning through innovation, design, engineering, and the arts. We develop critical thinkers and exceptional citizens ready to make a positive impact in their community and the world.

Our vision for the IDEA Academy @Cottonwood is defined by the following school wide learner outcomes:

We are Innovators. At the IDEA Academy, we strive for success through our CODE.
Confidence
Optimism
Determination
Enthusiasm

We have a school wide commitment to these Positive Behavior Expectations:
1. Be safe
2. Be respectful.
3. Be responsible.
4. Be prepared.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	60
Grade 2	85
Grade 3	89
Grade 4	94
Grade 5	95
Grade 6	84
Total Enrollment	615

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.3
Asian	2.3
Black or African American	11.5
Filipino	1.8
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.3
White	14.5
English Learners	9.4
Foster Youth	1
Homeless	7.3
Socioeconomically Disadvantaged	57.7
Students with Disabilities	6

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	80.95	293.50	82.05	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	9.52	17.20	4.82	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.90	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.76	6.80	1.93	12115.80	4.41
Unknown/Incomplete/NA	1.00	4.76	26.10	7.30	18854.30	6.86
Total Teaching Positions	21.00	100.00	357.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	84.21	290.50	80.73	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	10.53	21.10	5.89	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.26	13.10	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.70	2.16	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	27.10	7.55	15831.90	5.67
Total Teaching Positions	19.00	100.00	359.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	90.48	290.00	83.64	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.76	14.40	4.17	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.76	17.80	5.16	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.20	0.92	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	21.10	6.10	14303.80	5.15
Total Teaching Positions	21.00	100.00	346.70	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.50	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westside Union School District provides all students with textbooks and other instructional materials to support the district's adopted curricular programs. Funding is provided by the state for the acquisition of textbooks and instructional materials that are aligned with State Board adopted content standards in Reading/Language Arts/English Language Development, Mathematics, History/Social Science, and Science. The following are the instructional programs currently adopted by our district:

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK California - Teaching Strategies, The Creative Curriculum (2023) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
Mathematics	TK California - Teaching Strategies, The Creative Curriculum (2023) K-8 Imagine Learning, Illustrative Mathematics (2021)	Yes	0
Science	K-5 Savvas Realize, California Elevate Science, 2020 6-8 Amplify Science California, 2020	Yes	0
History-Social Science	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

At Cottonwood Elementary every effort is made to insure a safe and secure campus. Our campus is a secure campus to insure the safety of our students.   Adult aides are employed to supervise students before school, at recess, and during lunch. Cottonwood aides, teachers, and administrators are trained in CPR and/or First Aid. Fire and/or earthquake drills are conducted monthly. Our nurse's office is equipped with emergency supplies.

Our campus is completely fenced, with one main entrance and a secondary entrance that is only open at specific times in the morning and afternoon. Staff is assigned supervision of the grounds and gates when our students arrive and leave school.

Cottonwood has an administration building, a cafeteria/auditorium, a library, a reading lab, a computer lab and a band-room as well as 37 classrooms, 3 restrooms complexes and 3 sets of drinking fountains. The Kindergarten play area is individually fenced and it is not part of the main playground. The main playground provides tetherball, handball, basketball, and other games. The large grass field provides ample space for soccer, football, kickball and baseball. Eight concentrated photovoltic solar panels were installed on the South East corner of our property in 2013.

Year and month of the most recent FIT report	9/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			15: Cracked ceiling tile. 16: Cracked Ceiling tile. Boy's Restroom H: Panel for drinking fountain bent. Hole in wall. Needs better cleaning. F 1: Ceiling tiles stained (2), hump in middle of room cracking floor tile. G 2: 2 strips in center of ceiling are loose.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Restroom H: Panel for drinking fountain bent. Hole in wall. Needs better cleaning. Building E Cafeteria: Floor of custodian rm - tile gone. Custodian door lock not working. Needs cleaning. Girl's Restroom H: Needs better cleaning.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			F 1: Ceiling tiles stained (2), hump in middle of room cracking floor tile. Office Building A: North side of building above double doors has a structure crack.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Auditorium: South accordian door has a rubber seal separating from door.

School Facility Conditions and Planned Improvements

| | | | D 1: Paint peeling from exterior south door. |
| | | | D 2: Paint peeling from exterior south door. |

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	54	61	45	45	46	47
Mathematics (grades 3-8 and 11)	41	47	30	31	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	362	362	100.00	0.00	60.50
Female	171	171	100.00	0.00	61.99
Male	190	190	100.00	0.00	58.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	45.00
Filipino	--	--	--	--	--
Hispanic or Latino	218	218	100.00	0.00	58.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	75.00

White	56	56	100.00	0.00	64.29
English Learners	38	38	100.00	0.00	39.47
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	215	215	100.00	0.00	53.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	38.46

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	362	361	99.72	0.28	46.81
Female	171	170	99.42	0.58	46.47
Male	190	190	100.00	0.00	46.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	30.00
Filipino	--	--	--	--	--
Hispanic or Latino	218	218	100.00	0.00	44.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	57.14
White	56	56	100.00	0.00	53.57
English Learners	38	38	100.00	0.00	21.05
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	28.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	215	215	100.00	0.00	38.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	23.08

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	39.36	48.42	28.72	27.54	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	95	100.00	0.00	48.42
Female	41	41	100.00	0.00	48.78
Male	54	54	100.00	0.00	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	52.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	42.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00	0.00	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	97	100	97	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.

2024-25 Opportunities for Parental Involvement

The IDEA Academy @Cottonwood has many opportunities for parents to become a more integral part of their children's education.   An annual Back to School night in August and Community Open House in the spring are hosted to provide parents with opportunities to learn more about their children's classroom expectations and school work.   Parents can be classroom volunteers and assist in the classroom on a scheduled basis, or they can assist as a room parent, helping for special events or occasions. Parents are encouraged to participate on the School Site Council, Safety and English Learners Advisory Committee. Throughout the year, parents also have opportunities to participate in a Cultural Literacy Program and AVID College and Career Days. The PTA also provides extracurricular opportunities for the students and any parent is welcome to participate.

At the district levels, parents can serve as volunteers and participants in many capacities including the DELAC Committee, WAVE Foundation, IDEA Academy PTA, focus groups and the Superintendent's Advisory Council. These committees/groups meet regularly to focus on issues of interest to parents at the district level.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	660	118	17.9
Female	336	329	53	16.1
Male	335	330	65	19.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	17	2	11.8
Black or African American	79	79	11	13.9
Filipino	11	11	2	18.2
Hispanic or Latino	405	398	81	20.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	61	9	14.8
White	94	90	11	12.2
English Learners	62	62	11	17.7
Foster Youth	--	--	--	--
Homeless	46	46	15	32.6
Socioeconomically Disadvantaged	391	385	72	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	53	15	28.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.78	5.97	7.59	3.36	4.11	4.37	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.59	0.00
Female	2.38	0.00
Male	12.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.56	0.00
Black or African American	15.19	0.00
Filipino	9.09	0.00
Hispanic or Latino	7.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.56	0.00
White	1.06	0.00
English Learners	8.06	0.00
Foster Youth	0.00	0.00
Homeless	10.87	0.00
Socioeconomically Disadvantaged	9.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.32	0.00

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

2024-25 School Safety Plan

In compliance with Senate Bill 187 and Education Code 35294.6 each Westside School has developed a comprehensive safety plan. These plans are updated annually and approved by the school board by March 1 each year. The elements of this plan

2024-25 School Safety Plan

include disaster preparedness and procedures. Routine emergency preparedness drills are conducted monthly to ensure the safety and well being of students and staff in the event that there is a need for such an evacuation.

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	30		2	
2	30		2	
3	25		3	
4	27		3	
5	29		2	
6	26		2	
Other	26		2	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	2	
1	26		3	
2	26		3	
3	29		3	
4	29		3	
5	30		3	
6	30		2	

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		2	
1	30		2	
2	28		3	
3	30		3	
4	31		3	
5	32		3	
6	28		3	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	615

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.8

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,440	$3,870	$8,570	$95,348
District	N/A	N/A	$8,570	$89,726
Percent Difference - School Site and District	N/A	N/A	0.0	6.1
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-22.8	-1.0

Fiscal Year 2023-24 Types of Services Funded

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

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

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

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

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

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,316	$58,553
Mid-Range Teacher Salary	$94,696	$93,924
Highest Teacher Salary	$122,576	$119,489
Average Principal Salary (Elementary)	$158,941	$149,898
Average Principal Salary (Middle)	$156,764	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$312,941	$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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

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

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

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

Professional Development

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

Advancement Via Individual Determination (AVID) professional development is also provided annually across the District. Professional development is tailored to the specific needs of the students on campus, and focuses on intentional strategies to support Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Strategies embedded during instruction support increased access to the core content and student engagement. Professional development is conducted at school sites and at AVID Summer Institute.

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

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

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

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