

Westwood Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Westwood Elementary School
Street	435 Saratoga Avenue
City, State, Zip	Santa Clara CA, 95050
Phone Number	(408) 423-4300
Principal	Corinne Ghaffari
Email Address	cghaffari@scusd.net
School Website	https://westwood.santaclarausd.org/
County-District-School (CDS) Code	43-69674-6049043

2023-24 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Gary Waddell, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2023-24 School Description and Mission Statement

Westwood Elementary School is located in the Santa Clara Unified School District (SCUSD). It was established in 1957, and parent-involvement has always been a wonderful part of our school culture. In 1961, the parents of Westwood planted a forest of native Californian trees and shrubs. The forest, like our school, is uniquely beautiful and still thriving today! Throughout the years, Westwood has supported many students and families. Westwood holds the proud designation of housing one of the first autism-specific preschool classrooms in SCUSD. Currently, Westwood serves students from preschool through fifth grade.

Westwood's transitional kinder (TK) through 5th grade program has grown into a total of eighteen (18) classrooms. Our TK class has a 20:2 adult ration, with a classroom teacher and support paraprofessional in the classroom. Our Primary classrooms (grades K-3) support a learning environment of a 22:1 ratio and Upper-Grade classrooms (grades 4-5) support a learning environment of a 27:1 ratio. As part of our Multi-Tiered Systems of Support (MTSS), we are able to offer intervention and EL support through additional staffing to support students struggling academically. Westwood also has a Wellness Coordinator, who helps support social-emotional learning and organizes both counseling intern support and PIP (Primary Intervention Program). The K-5 program also has a resource program for students with qualifying IEPs (individualized education plans). Each of these programs has dedicated spaces and staff in addition to the classrooms to support students in the program. In addition, there is also a speech therapy room, a multi-purpose auditorium, a library, and onsite extended daycare programs. Our students also have access to 1:1 technology through the use of Chromebooks in the classroom.

Westwood also houses a non-categorical Special Education preschool for qualifying students who are 3 and 4 years old. Within this program, there is also EIBI (Early Intensive Behavioral Intervention) support, an OT (Occupational Therapy) Center, and a dedicated Speech and Language Pathologist for speech support. Westwood also houses SCUSD's preschool assessment team.

Westwood's population is one of diverse cultures and ethnicities. As such, staff has had the opportunity to create a positive and safe environment for students of all cultures, ethnicities, and academic abilities. We consider this to be a strength, as our students have enjoyed a living microcosm of positive intercultural relationships. Having a student population that collectively speaks 26 different languages shapes our instructional program. The two dominant languages spoken by our children are English and Spanish. At the time of this report, 23% of our TK-5 students qualified for ELD services, 45 students are receiving special education services, 4 students are supported by a 504 plan in grades K-5, and approximately 35% of our students receive free or reduced-priced meals.

2023-24 School Description and Mission Statement

Members of the Westwood staff consist of twenty-four certificated teachers including classroom teachers, the special education preschool classroom teachers, a resource specialist, two speech-language pathologists (40% and 60%), and a 50% school psychologist. Wellness support staff includes a wellness coordinator, a 40% school counselor, and a 40% Primary Intervention Program (PIP). The TK-5 teaching staff is also supported by seven resource paraeducators, one physical education instructor and paraprofessional (grades K-5), a school secretary, an attendance clerk, a 5 hour/day health assistant, two and a half custodians, a library media assistant, two food service persons, numerous playground supervision persons, and maintenance personnel. All regular education classroom teachers are CLAD (Cultural Language Acquisition Development) certified. Our special education preschool classrooms are also supported by 6 paraprofessionals.

Westwood has a very active PTA (Parent Teacher Association) and School Site Council (SSC), which provide financial assistance and leadership to many school programs. Westwood PTA host various fundraisers including an annual Fall Festival, Red Ribbon Week, Stories Under the Stars, and a spring Multi-Cultural Festival. In addition, parents run the book fairs, help with yard duty, volunteer in our garden plots, and plan activities for teacher appreciation week. Many also volunteer for numerous tasks throughout the school year as needed.

WESTWOOD COMMUNITY

Westwood is a community of engaged students, staff and families. We are responsible for one another, the students, and the families of our community. This sense of community guides us in our work. As a PBIS (Positive Behavioral Interventions and Supports) School, we have four guiding agreements for our community. In keeping with our mascot, the wildcat, we practice the Westwood P.A.W.S.: Be Peaceful, Be Aware, Be Wise, and always Be Safe.

We Are Peaceful

We peacefully respect and support every individual, both publicly and privately, by working with students, parents, and staff to help one another be successful members of our community.

We build peaceful communities by teaching our students how to behave, catching our students doing the right thing, and holding them accountable when they do not make a good choice.

We communicate openly, respectfully, and timely with parents and each other.

We listen while others speak and use "I" messages to share our feelings and how it affects us. We think about possible solutions to solve and work out problems.

We treat others with respect and remind ourselves to be peaceful problem solvers.

We Are Aware

We provide children with a safe, secure and nurturing environment through a strong, consistent discipline plan, school-wide agreements, and caring adults who are aware of their responsibility for all students.

We are a family at Westwood and we share responsibility for all students while supporting one another.

We work collaboratively to improve student achievement, learn new procedures, methodologies, techniques, and tackle school-wide issues.

We Are Wise

We are a community that believes in what we can do for kids. We base our decisions on common sense and what is best for kids, and we work together to help our students succeed.

We Are Safe

We hold the students' safety as our most important priority.

We create a learning environment that fosters and supports the students' emotional, physical and mental well-being.

We share the responsibility for the safety of all students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	54
Grade 2	64
Grade 3	64
Grade 4	56
Grade 5	58
Total Enrollment	382

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	0.5%
Asian	15.7%
Black or African American	4.2%
Filipino	4.2%
Hispanic or Latino	40.1%
Native Hawaiian or Pacific Islander	1%
Two or More Races	7.6%
White	26.2%
English Learners	24.3%
Foster Youth	0.3%
Socioeconomically Disadvantaged	47.1%
Students with Disabilities	8.6%

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)	16.90	100.00	660.20	87.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	14.20	1.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.70	2.75	12115.80	4.41
Unknown	0.00	0.00	56.70	7.52	18854.30	6.86
Total Teaching Positions	16.90	100.00	753.60	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)	17.90	100.00	690.20	89.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.15	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.00	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.20	2.63	11953.10	4.28
Unknown	0.00	0.00	48.90	6.36	15831.90	5.67
Total Teaching Positions	17.90	100.00	770.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	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)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarauzd.org/InstructionalResources.

Year and month in which the data were collected

January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarauzd.org/InstructionalResources Board adopted: July 2023	Yes	0
Mathematics	www.santaclarauzd.org/InstructionalResources Board adopted: July 2023	Yes	0
Science	www.santaclarauzd.org/InstructionalResources Board adopted: July 2023	Yes	0
History-Social Science	www.santaclarauzd.org/InstructionalResources Board adopted: July 2023	Yes	0
Foreign Language	www.santaclarauzd.org/InstructionalResources Board adopted: July 2023	Yes	0
Health	www.santaclarauzd.org/InstructionalResources Board adopted: July 2023	Yes	0
Visual and Performing Arts	www.santaclarauzd.org/InstructionalResources Board adopted: July 2023	Yes	0

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

SCUSD 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 governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Age of School Buildings

Westwood was originally built in 1954. Portables were added in 1997 and 2001. In 2002, two wings were demolished and rebuilt, and the remainder of the school was modernized. There are 38 classrooms, a library, a multi-purpose room, and an administration building.

Year and month of the most recent FIT report

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Electrical	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	62	58	59	59	47	46
Mathematics (grades 3-8 and 11)	49	45	47	47	33	34

2022-23 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	186	170	91.40	8.60	57.65
Female	84	78	92.86	7.14	61.54
Male	102	92	90.20	9.80	54.35
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	78	92.86	7.14	44.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	12	80.00	20.00	91.67
White	45	41	91.11	8.89	68.29
English Learners	47	35	74.47	25.53	17.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	83	87.37	12.63	40.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	17.24

2022-23 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	186	180	96.77	3.23	45.00
Female	84	82	97.62	2.38	42.68
Male	102	98	96.08	3.92	46.94
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	84	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	12	80.00	20.00	83.33
White	45	44	97.78	2.22	61.36
English Learners	47	45	95.74	4.26	17.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	92	96.84	3.16	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	20.69

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.51	52.31	45.03	42.09	29.47	30.29

2022-23 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	65	65	100.00	0.00	52.31
Female	30	30	100.00	0.00	43.33
Male	35	35	100.00	0.00	60.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	78.57
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	33.33
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.

2022-23 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 during 2021-22 and 2022-23 school years, 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	98.5	98.5	98.5	98.5	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.

2023-24 Opportunities for Parental Involvement

Westwood is fortunate to have a supportive parent group population, which participates in School Site Council, PTA, classroom volunteering, Project Cornerstone, and many school events, including fundraising. Parents are given the opportunity to participate in school activities and volunteer in the classroom. Community communication is through classroom newsletters, parent/teacher e-mails, our PTA board, the school website, monthly PTA newsletters, and our bi-monthly ROAR Report (school newsletter). Every Wednesday a folder goes home with every student with important information for parents. Our teachers welcome parent participation in their classrooms, and we honor all our campus volunteers through our annual Westwood Volunteer Tea.

Westwood has a strong PTA presence! The PTA is a group of parents, teachers, administrators, and community members that have one overall goal... to enrich the education of all students here at Westwood to the best of our abilities! In a typical year, the PTA sponsors or coordinates things like field trips, the Fall Festival, Teacher reimbursements for classroom supplies, welcome breakfast for kinder families, Red Ribbon Week, Bring Your Family to School Week, our science and art enrichment programs, book swaps, the book fair, end of the year field day, and so much more!

PTA is an advocacy group. We are here to amplify community voices when it comes to our children's education. We stay connected with both parents and the school to make sure that at all times our children's best interests are at the top of every list. We are here to support the well-being of every single student at Westwood. Every year, the PTA budgets over \$30,000 in funds that directly support the activities mentioned above. That is almost \$75 per student funded by the PTA each year. We understand the financial constraints of raising children and strive to avoid as many of the traditional fundraisers as possible. In a typical year, our fall festival and silent auction kick off the year, and along the way, we might sell some cookie dough and maybe hold a raffle or two. Donations are also always welcome!

For more information, please email the Westwood PTA (westwoodptasc@gmail.com) or contact the school office at (408) 423-4310

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	422	92	21.8
Female	214	208	48	23.1
Male	217	214	44	20.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	2	0	0.0
Asian	75	69	7	10.1
Black or African American	17	17	2	11.8
Filipino	18	16	4	25.0
Hispanic or Latino	174	174	53	30.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	30	30	7	23.3
White	108	108	19	17.6
English Learners	120	116	27	23.3
Foster Youth	1	1	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	211	209	56	26.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	53	19	35.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.25	0.93	0.12	2.57	2.78	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0
Female	0.47	0
Male	1.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.33	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.5	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2023.

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.

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
K	30		2	1
1	23		3	
2	20	3		
3	23		3	
4	33			
5	26		2	

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	2		1
1	23		3	
2	21	1	2	
3	18	3		
4	24		2	
5	24		2	
Other	22		1	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	2	1
1	18	3	0	0
2	21	0	3	0
3	21	0	3	0
4	23	0	2	0
5	24	0	2	0
6	0	0	0	0
Other	22	0	1	0

2022-23 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

2022-23 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
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	19168	21	19147	\$129,205
District	N/A	N/A	\$12,187	\$122,976
Percent Difference - School Site and District	N/A	N/A	44.4	4.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	86.3	35.1

Fiscal Year 2022-23 Types of Services Funded

Westwood Elementary School receives the following categorical funding:

*Targeted Allocations

Services and programs provided by these funds include Instructional Assistance, library funding, translation services, additional school-based counseling, engagement programs such as Art in Action, lunch-time sports, and student wellness and anti-bullying programs through CAT character.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$81,047	\$55,550
Mid-Range Teacher Salary	\$122,516	\$84,645
Highest Teacher Salary	\$145,248	\$111,284
Average Principal Salary (Elementary)	\$179,532	\$139,860
Average Principal Salary (Middle)	\$194,368	\$146,440
Average Principal Salary (High)	\$202,770	\$158,447
Superintendent Salary	\$298,733	\$278,268
Percent of Budget for Teacher Salaries	34.74%	32.21%
Percent of Budget for Administrative Salaries	5.67%	4.89%

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's School Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4