

Westwood Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/ .

2025-26 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/
Grade Span	K-5
County-District-School (CDS) Code	43-69674-6049043

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Westwood Elementary School is located in Santa Clara Unified School District (SCUSD). It was established in 1954, 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 kindergarten (TK) through 5th grade program has grown into a total of eighteen (18) classrooms. Our TK class has a 20:2 adult ratio, with a classroom teacher and support paraprofessional in the classroom. Our primary

2025-26 School Description and Mission Statement

classrooms (grades K-3) support a student-to-teacher ratio of 22:1, and our upper-grade classrooms (grades 4-5) support a ratio of 27:1.

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 on-site extended daycare programs. Our students also have access to 1:1 technology through the use of Chromebooks in the classroom.

Westwood's population is one of diverse cultures and ethnicities. As such, staff have 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. Our instructional program is shaped by a student population that collectively speaks 26 different languages. The two dominant languages spoken by our children are English and Spanish. At the time of this report, 20% of our TK-5 students qualified for ELD services, 45 students are receiving special education services, 7 students are supported by a 504 plan in grades K-5, and approximately 42% of our students receive free or reduced-priced meals.

Members of the Westwood staff consist of twenty-six certificated teachers including classroom teachers, the special education preschool classroom teachers, two resource specialists, two speech-language pathologists (40% and 60%), and a 50% school psychologist. Our educational staff is also supported by a full-time instructional coach and a full-time site support teacher on special assignment, who both support our Multi-Tiered Systems of Support. Wellness support staff includes a wellness coordinator, a 40% school counselor, and a 40% Primary Intervention Program (PIP) aide. The TK-5 teaching staff is also supported by two TK paraeducators, two resource paraeducators, one physical education instructor and PE 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 hosts 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.

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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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	21
Kindergarten	42
Grade 1	61
Grade 2	60
Grade 3	56
Grade 4	60
Grade 5	68
Total Enrollment	368

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
Asian	16
Black or African American	3.8
Filipino	3.5
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.4
White	21.5
English Learners	20.7
Homeless	0.3
Socioeconomically Disadvantaged	38.6
Students with Disabilities	13.6

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.

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)	17.9	100	690.2	89.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.1	0.15	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.2	2.63	11953.1	4.28
Unknown/Incomplete/NA	0	0	48.9	6.36	15831.9	5.67
Total Teaching Positions	17.9	100	770.6	100	279044.8	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.

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)	19.8	100	665.6	89.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.8	0.65	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28.3	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.3	2.19	11746.9	4.23
Unknown/Incomplete/NA	0	0	31.6	4.24	14303.8	5.15
Total Teaching Positions	19.8	100	746.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.8	100	682.7	89.79	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.4	0.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.7	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18.1	2.39	12112.8	4.34
Unknown/Incomplete/NA	0	0	32.2	4.24	13705.8	4.91
Total Teaching Positions	17.8	100	760.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2025 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.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0

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

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 the construction of new elementary and middle 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 a new high school on the Agnews campus, a new elementary school for Laurelwood on the Patrick Henry campus, new multipurpose buildings and early childhood classroom buildings, 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

Year and month of the most recent FIT report

July 2025

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.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

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.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	57	56	58	60	47	48
Mathematics (grades 3-8 and 11)	51	39	47	49	35	37

2024-25 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	187	179	95.72	4.28	56.42
Female	104	100	96.15	3.85	58.00
Male	83	79	95.18	4.82	54.43
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	70.37
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	80	91.95	8.05	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	78.57

White	40	40	100.00	0.00	70.00
English Learners	33	28	84.85	15.15	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	75	93.75	6.25	50.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	20.59

2024-25 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	187	184	98.40	1.60	38.59
Female	104	102	98.08	1.92	39.22
Male	83	82	98.80	1.20	37.80
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	64.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	84	96.55	3.45	17.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	64.29
White	40	40	100.00	0.00	47.50
English Learners	33	33	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	80	79	98.75	1.25	22.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	17.65

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	57.41	32.35	41.6	46.48	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	32.35
Female	36	36	100.00	0.00	22.22
Male	32	32	100.00	0.00	43.75
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	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	41.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	26.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

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.

2024-25 California Physical Fitness Test Participation Rates

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

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

2025-26 Opportunities for Parental Involvement

Westwood is fortunate to have a supportive parent group population that participates in the School Site Council, PTA, classroom volunteering, Project Cornerstone, and numerous school events, including fundraising activities. 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 Breakfast.

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. Our fall festival and silent auction kick off the year in October, 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	403	391	67	17.1
Female	210	205	34	16.6
Male	193	186	33	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	64	4	6.3
Black or African American	15	15	4	26.7
Filipino	13	13	1	7.7
Hispanic or Latino	189	182	43	23.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	31	3	9.7
White	85	81	11	13.6
English Learners	90	88	22	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	175	170	42	24.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	58	9	15.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.93	0.47	0.25	2.78	2.45	2.99	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0.00
Female	0.00	0.00
Male	0.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.54	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	0.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 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 2025.

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.

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

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	22	0	3	0
1	22	0	3	0
2	19	3	0	0
3	20	2	1	0
4	22	0	3	0
5	26	0	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	4		
1	21	1	2	
2	20	2	1	
3	19	3		
4	26		2	
5	27		2	
Other	24		1	

2024-25 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

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	19058	1933	17126	140962
District	N/A	N/A	16,738	\$143,489
Percent Difference - School Site and District	N/A	N/A	2.3	-1.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	42.3	30.4

Fiscal Year 2024-25 Types of Services Funded

Westwood Elementary School receives the following categorical funding:

*Targeted Allocations \$97,313 (2024-2025)

Services and programs provided by these funds include:

STUDENT SUPPORT

Additional staffing to support small group intervention (MTSS aides and additional ELSAT hours for newcomers)

Release time for Monthly SST (student success team) meetings

SOCIO-EMOTIONAL SUPPORT

PBIS (positive based intervention and supports) additional hours for check-in/check-out facilitator

Funding for student engagement activities and assemblies, such as; Anti-Bullying Presentations; Character Assemblies and others; Art curriculum and materials; additional Counseling Services; SEL Curriculum; Conflict Resolution

STAFFING SUPPORT

Fiscal Year 2024-25 Types of Services Funded

Staff professional development opportunities
 Release time for teacher collaboration
 Additional hourly funding for yard duty, PBIS, CICO training for noon duty staff and classified staff

CURRICULUM SUPPORT

Additional books and materials for classroom libraries and small groups
 Updated library materials, books and hardware/software based on library and curriculum standards, student demographics, and circulation and collection data.

FAMILY SUPPORT

Parent Ed opportunities, including materials and translation
 Materials for Parent Ed
 Funding for truancy support (additional hourly for meetings and parent support)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$92,273	\$62,783
Mid-Range Teacher Salary	\$139,485	\$97,783
Highest Teacher Salary	\$165,366	\$128,020
Average Principal Salary (Elementary)	\$210,146	\$160,224
Average Principal Salary (Middle)	\$225,318	\$166,992
Average Principal Salary (High)	\$232,555	\$180,971
Superintendent Salary	\$331,500	\$313,465
Percent of Budget for Teacher Salaries	32.35%	30.05%
Percent of Budget for Administrative Salaries	5.34%	5%

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 Single 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.

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4