

Westmorland Elementary School
2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

| | |
|--|-------------------------------|
| School Name | Westmorland Elementary School |
| Street | 200 South C St |
| City, State, Zip | Westmorland |
| Phone Number | (760) 344-4364 |
| Principal | Fawn Nielsen |
| Email Address | f.nielsen@wued.org |
| School Website | |
| County-District-School (CDS) Code | 13632306008650 |

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Westmorland Union Elementary School District |
| Phone Number | (760) 344-4364 |
| Superintendent | Richard Cordero |
| Email Address | r.cordero@wued.org |
| District Website Address | www.wued.org |

2021-22 School Overview

Principal's Message

Welcome to the Westmorland Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Westmorland Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, rigorous curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Westmorland Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Our purpose is to provide students with meaningful learning experiences in a safe, caring environment, assuring equal access to the core curriculum while providing differentiated instruction, based upon research and data that will lead all students to mastery of grade level content standards.

School Profile

Westmorland Elementary School is located in the northern region of Westmorland and serves students in grades Transitional Kindergarten through eight following a traditional calendar. At the beginning of the 2020-21 school year, 369 students were enrolled, including 11.65% in special education, 44.72% qualifying for English Language Learner support, and 95% qualifying for free or reduced price lunch.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 40 |
| Grade 1 | 34 |
| Grade 2 | 39 |
| Grade 3 | 48 |
| Grade 4 | 39 |
| Grade 5 | 50 |
| Grade 6 | 37 |
| Grade 7 | 40 |
| Grade 8 | 42 |
| Total Enrollment | 369 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 49.1 |
| Male | 50.9 |
| Asian | 0.3 |
| Black or African American | 1.9 |
| Hispanic or Latino | 95.7 |
| White | 2.2 |
| English Learners | 43.6 |
| Foster Youth | 0.5 |
| Homeless | 6.5 |
| Socioeconomically Disadvantaged | 95.9 |
| Students with Disabilities | 11.7 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21 |
| Intern Credential Holders Properly Assigned | 1 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 |
| Unknown | 0 |
| Total Teaching Positions | 22 |

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

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

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | 0 |
| Misassignments | 0 |
| Vacant Positions | 0 |
| Total Teachers Without Credentials and Misassignments | 0 |

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

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 |
| Local Assignment Options | 0 |
| Total Out-of-Field Teachers | 0 |

2019-20 Class Assignments

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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Westmorland Elementary School are currently aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 15, 2020, the Westmorland Union Elementary School District's held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The adopted Resolution 091019-226 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Westmorland Union Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Year and month in which the data were collected | | 2020 September | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Houghton Mifflin, Houghton Mifflin Harcourt California Collections adopted in 2017 | Yes | 0 |
| | McGraw Hill School Education, Reading Wonders adopted 2015 | | |
| Mathematics | Houghton Mifflin Harcourt, Go Math adopted in 2014 | Yes | 0 |
| | McGraw Hill, My Math adopted in 2014 | | |
| Science | Harcourt School Publishers, California Science adopted in 2008 | Yes | 0 |
| | Holt Rinehart and Winston, Holt California Science: Earth, Life & Physical Science adopted in 2007 | | |
| History-Social Science | Teachers' Curriculum Institute, History Alive! adopted in 2019 | Yes | 0 |

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Westmorland Elementary School's original facilities were built in 1958 with an addition of six classrooms and the cafeteria in 1968-69 and the office and junior high school in the late 1990's. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- replaced swing set seats and hardware
- replaced basketball court hoops and backing on the elementary court
- re-surfaced cafeteria roof
- installed battery-operated flush toilets
- installed hand sanitizer dispensers in all buildings with sanitizer
- installed plasma air purifiers in A/C units for all buildings
- upgraded to MERV 10 filters for all buildings
- converted old Board Room to Sensory Room and remodeled the room

Every morning before school begins, the Maintenance Department inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two full-time maintenance personnel and four part-time custodians are assigned to Westmorland Elementary School. Additional sanitizing routines were added to daily procedures to meet the guidelines provided by the CDC to mitigate the spread of the COVID-19 virus. The custodian are responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning and sanitizing
- Classroom cleaning and sanitizing
- Common use area cleaning and sanitizing
- Office area cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned and sanitized as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Westmorland Elementary School allocates funds to the Deferred Maintenance Program. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2019-20 school year, Westmorland Elementary School allocated \$16,500 in deferred maintenance funds for the repair and/or maintenance of: 1)A/C Replacements, and 2)NOC/Electrical room and room 16.

Facilities Inspection

The district's maintenance department inspects Westmorland Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Westmorland Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday August 30, 2019. No deficiencies were noted in the school inspection survey. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report

August 2020

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 259 | 233 | 89.96 | 10.04 | 19.65 |
| Female | 133 | 120 | 90.23 | 9.77 | 21.85 |
| Male | 126 | 113 | 89.68 | 10.32 | 17.27 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 249 | 225 | 90.36 | 9.64 | 19.46 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 135 | 118 | 87.41 | 12.59 | 11.97 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 22 | 16 | 72.73 | 27.27 | 28.57 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 94 | 79 | 84.04 | 15.96 | 14.29 |
| Students Receiving Migrant Education Services | 41 | 38 | 92.68 | 7.32 | 21.62 |
| Students with Disabilities | 31 | 22 | 70.97 | 29.03 | 14.29 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 259 | 231 | 89.19 | 10.81 | 12.17 |
| Female | 133 | 120 | 90.23 | 9.77 | 10.83 |
| Male | 126 | 111 | 88.10 | 11.90 | 13.64 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 249 | 224 | 89.96 | 10.04 | 12.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 135 | 119 | 88.15 | 11.85 | 9.32 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 22 | 18 | 81.82 | 18.18 | 11.11 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 94 | 77 | 81.91 | 18.09 | 10.39 |
| Students Receiving Migrant Education Services | 41 | 37 | 90.24 | 9.76 | 13.51 |
| Students with Disabilities | 31 | 19 | 61.29 | 38.71 | 5.26 |

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | 7.14 | N/A | 7.14 | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 92 | 84 | 91.30 | 8.70 | 7.14 |
| Female | 49 | 44 | 89.80 | 10.20 | 11.36 |
| Male | 43 | 40 | 93.02 | 6.98 | 2.50 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 90 | 82 | 91.11 | 8.89 | 7.32 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 46 | 40 | 86.96 | 13.04 | 7.50 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 30 | 27 | 90.00 | 10.00 | 7.41 |
| Students Receiving Migrant Education Services | 13 | 12 | 92.31 | 7.69 | 16.67 |
| Students with Disabilities | 14 | 10 | 71.43 | 28.57 | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school website, school Facebook page, parent forums, Blackboard auto-dialer, monthly parent calendars, and special event bulletins are sent with students. Contact Fawn Nielsen, Principal, at (760) 344-4364 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer: Chaperone Events, Classroom Helper, Fundraising Activities, Room Parent, Picture Day Assistant

Committees: English Learner Advisory Council, Migrant Education Advisory Council, School Site Council, Community Advisory Committee

School Activities: Back to School Night, Fall Festival, Open House, Nutritional Olympics, Kite Day and Parent Picnic, Cinco de Mayo Event, CST Rally, Literacy Nights, Movie Nights and athletic events.

Due to the COVID-19 Pandemic, school closures, and CDC guidelines limiting indoor activities and gatherings, parent involvement was limited to virtual opportunities, and outdoor activities (sporting events). Many traditional events were cancelled, or postponed, but will resume as soon as health and safety guidelines allow.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 379 | 378 | 116 | 30.7 |
| Female | 187 | 187 | 50 | 26.7 |
| Male | 192 | 191 | 66 | 34.6 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 8 | 8 | 7 | 87.5 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 361 | 360 | 105 | 29.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 9 | 9 | 4 | 44.4 |
| English Learners | 176 | 176 | 44 | 25.0 |
| Foster Youth | 11 | 10 | 6 | 60.0 |
| Homeless | 25 | 25 | 8 | 32.0 |
| Socioeconomically Disadvantaged | 363 | 362 | 116 | 32.0 |
| Students Receiving Migrant Education Services | 61 | 61 | 16 | 26.2 |
| Students with Disabilities | 44 | 44 | 16 | 36.4 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 4.42 | 0.26 | 4.42 | 0.26 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 7.99 | 7.99 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.26 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.52 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.28 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.27 | 0.00 |

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Westmorland Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and Board Approved on March 20, 2019.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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 | 20 | 3 | | |
| 1 | 21 | 1 | 1 | |
| 2 | 21 | 1 | 1 | |
| 3 | 25 | | 2 | |
| 4 | 16 | 2 | | |
| 5 | 21 | 1 | 1 | |
| 6 | 18 | 2 | | |
| Other | 5 | 1 | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 1 | 1 | |
| 1 | 19 | 2 | | |
| 2 | 20 | 2 | | |
| 3 | 20 | 2 | | |
| 4 | 26 | | 2 | |
| 5 | 17 | 2 | | |
| 6 | 19 | 2 | | |
| Other | 10 | 3 | | |

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 | 20 | 1 | 1 | |
| 1 | 17 | 2 | | |
| 2 | 18 | 2 | | |
| 3 | 23 | | 2 | |
| 4 | 19 | 1 | 1 | |
| 5 | 25 | | 2 | |
| 6 | 12 | 3 | | |
| Other | 7 | 1 | | |

2020-21 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 184.5 |

2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | 0.11 |
| Library Media Services Staff (Paraprofessional) | 0.825 |
| Psychologist | 0.13 |
| Social Worker | 0 |
| Nurse | 0.11 |
| Speech/Language/Hearing Specialist | 0.40 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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 | 13,396 | 1,395 | 12,001 | 72,724 |
| District | N/A | N/A | 12,001 | \$75,838 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -4.2 |
| State | | | \$8,444 | \$72,352 |
| Percent Difference - School Site and State | N/A | N/A | 34.8 | 0.5 |

2020-21 Types of Services Funded

For the 20-21 school year, Westmorland Union Elementary School District spent an average of \$12,208 of total general funds to educate each student (based on 2020-21) audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at www.cde.ca.gov/ds/fd/ec and www.cde.ca.gov/ds/fd/cs. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to LCFF funding, Westmorland Union Elementary School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- SPED PL94-142 (IDEA)
- MIGRANT REGULAR and SUMMER
- TITLE I, II, III, IV
- CARES - ESSER I & ESSER II
- 3220 CR RELIEF FUND
- MEDICAL BILLING
- REAP
- RESTRICTED LOTTERY
- SPED MENTAL HEALTH
- STATE LEARNING LOSS
- IN PERSON INSTRUCTION
- EXPANDED LEARNING
- ELO PARAPROFES
- RDA FACILITES
- ASES
- SPED

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$51,039 | \$47,265 |
| Mid-Range Teacher Salary | \$78,567 | \$69,813 |
| Highest Teacher Salary | \$107,527 | \$91,237 |
| Average Principal Salary (Elementary) | \$127,912 | \$113,466 |
| Average Principal Salary (Middle) | \$0 | \$115,186 |
| Average Principal Salary (High) | \$0 | \$0 |
| Superintendent Salary | \$157,500 | \$131,359 |
| Percent of Budget for Teacher Salaries | 31% | 30% |
| Percent of Budget for Administrative Salaries | 8% | 7% |

Professional Development

All training and curriculum development activities at Westmorland Elementary School revolve around the California Common Core State Standards. During the 20-21 school year, Westmorland Elementary School held staff development training devoted to:

- Common Core State Standards
- Mandated Reporting
- English Language Arts
- English Learner Strategies
- Literacy
- Distance Learning
- Social-Emotional Learning
- NGSS Science

During the School Closure due to COVID-19, from March 2020 through December 2020, professional development occurred during the contract time, while students had independent work. Therefore the number of days decreased because substitutes were not needed. The number of professional development hours and opportunities were similar to that in the previous years.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Westmorland Elementary School supports ongoing professional growth throughout the year on early release Thursdays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Westmorland Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences annually by local and external professional services. Classified support staff receive job-related training from department supervisors and district representatives.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 3 | 2.5 |

Westmorland Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Westmorland Union Elementary School District |
| Phone Number | (760) 344-4364 |
| Superintendent | Richard Cordero |
| Email Address | r.cordero@wued.org |
| District Website Address | www.wued.org |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 259 | 233 | 89.96 | 10.04 | 19.65 |
| Female | 133 | 120 | 90.23 | 9.77 | 21.85 |
| Male | 126 | 113 | 89.68 | 10.32 | 17.27 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 249 | 225 | 90.36 | 9.64 | 19.46 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 135 | 118 | 87.41 | 12.59 | 11.97 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 22 | 16 | 72.73 | 27.27 | 28.57 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 94 | 79 | 84.04 | 15.96 | 14.29 |
| Students Receiving Migrant Education Services | 41 | 38 | 92.68 | 7.32 | 21.62 |
| Students with Disabilities | 31 | 22 | 70.97 | 29.03 | 14.29 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 259 | 231 | 89.19 | 10.81 | 12.17 |
| Female | 133 | 120 | 90.23 | 9.77 | 10.83 |
| Male | 126 | 111 | 88.10 | 11.90 | 13.64 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 249 | 224 | 89.96 | 10.04 | 12.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 135 | 119 | 88.15 | 11.85 | 9.32 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 22 | 18 | 81.82 | 18.18 | 11.11 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 94 | 77 | 81.91 | 18.09 | 10.39 |
| Students Receiving Migrant Education Services | 41 | 37 | 90.24 | 9.76 | 13.51 |
| Students with Disabilities | 31 | 19 | 61.29 | 38.71 | 5.26 |

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

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

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

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

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

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