

Westwood 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	Westwood Elementary School
Street	17449 Matinal Rd.
City, State, Zip	San Diego, CA 92127-1205
Phone Number	858-487-2026
Principal	Jennie Mikels
Email Address	jmikels@powayusd.com
School Website	www.powayusd.com
County-District-School (CDS) Code	37682966070858

2021-22 District Contact Information

District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	cdonnelly@powayusd.com
District Website Address	www.powayusd.com

2021-22 School Overview

Westwood Elementary School staff, parents, and community are dedicated to the intellectual pursuit and social growth of all students.

Through diversified experiences, our students discover their potential, achieve career and/or college readiness, and succeed in a safe and caring environment.

Westwood

Elementary School, built in 1971, is located in the northern part of the city of San Diego in the community of Rancho

Bernardo, California. It is one of 26 elementary schools in the Poway Unified School District.

Westwood

's 825 students represent a rich diversity of cultural, ethnic and linguistic backgrounds residing in a variety of homes from apartments to single-family dwellings. The neighborhood is a pleasant mix of families and retirees. Approximately 47 percent of our students are non-Anglo, the largest groups being Asian and Hispanic. Approximately one hundred fifty of our students speak a language other than English in their homes. These languages include Spanish, Dutch, Russian, Korean, Mandarin, Vietnamese, Cantonese, Filipino, Portuguese, Thai,

Lao

, Arabic, German, Hebrew, Hindu, Italian, Farsi, French, Polish, Rumanian,

Gujarati

, Urdu,

Punjabi

, Serbian, Albanian, and Japanese.

In the spring of 2006

Westwood

2021-22 School Overview

completed an extensive construction and modernization program as a result of Proposition U funding. The school now has a new multi-purpose room and student lunch area, an upgraded library facility and technology center, 12 new permanent classrooms, 4 learning centers, completely refurbished playgrounds, running track and grass field, and fully renovated facilities in existence prior to modernization. Recently,

Westwood

added several features such as window tinting, and shades, retrofitted gates, and a visitor check-in system in order to enhance safety and security. Through PUSD support and family/community donations, each classroom is equipped with 21st century teaching and learning tools such as iPads and Chromebooks, Apple TV, LCD projectors, document cameras, and access to a full computer lab and four computer resource areas.

Westwood

Elementary School is a shining example of a school serving a community with diverse needs and interests. Boasting a strong tradition of voluntarism, one cannot enter the school without finding many parent and senior volunteers assisting in student learning. A spirit of collaboration and innovation pervades the school as teachers and parents work together to maximize student learning.

Westwood

has received recognition for its efforts to provide quality education for all students. In 2001

Westwood

was honored as a National Blue Ribbon School of Excellence (the first Blue Ribbon Award was received in 1994) after being named a California Distinguished School in 2000. In 1993 it received one of 205 California Distinguished School awards.

Westwood

was recently recognized once again in 2012 as a California Distinguished School.

Westwood

was recognized by the California Business for Education Foundation and Just for Kids California as a 2007-2014 Honor Roll School for public schools with high academic achievement. This recognition validates

Westwood's

continued commitment to narrow the achievement gap.

Our primary goal for the students of

Westwood

Elementary is to prepare them to be career and college ready, and to be life-long learners and productive members of society. Our students will be prepared with the foundations necessary for success in middle school, high school, and ultimately college and career.

Westwood

students are provided an enriched curriculum grounded in the California State Standards. These standards foster critical thinking, collaboration, problem solving, digital citizenship, and responsibility for individual learning.

Westwood

Elementary has long embraced the Character Counts program, using this framework to support school-wide goals. The entire staff and parent community are involved and committed to providing a learning environment that allows each student to achieve these goals.

The School Plan for Student Achievement incorporates our core values, as well as the vision, goals, and objectives of Westwood

Elementary School. This provides us with the opportunity to design our instructional program, integrating all available resources in a coordinated manner to meet the educational needs of all students. This school wide planning process promotes local ownership of the school program and builds communication and collaboration among all staff members and stakeholders.

Westwood

is truly dedicated to its community and its students. Our active PTA membership continually provides outstanding assemblies, after school events, and curriculum enhancements that amaze and inspire our students and entire community.

Westwood

's volunteers log approximately 1,300 hours per month. Senior citizens play a very active part in our school. Twenty-eight seniors tutor weekly as part of the

2021-22 School Overview

SHOK
/OASIS reading program.

Westwood
has on-going relationships with our partners in education,
Casa
de las
Campanas
Retirement Village and Hewlett Packard.

Westwood
staff and parents feel that our collaborative spirit is our greatest strength. We all work together to create a school environment that is stimulating and student-centered! Working together, we will ensure all of our students are well prepared for college, careers, and beyond.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	153
Grade 1	121
Grade 2	119
Grade 3	127
Grade 4	133
Grade 5	135
Total Enrollment	788

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	22.8
Black or African American	1.8
Filipino	4.3
Hispanic or Latino	15.1
Two or More Races	11.5
White	44.3
English Learners	9
Homeless	2.5
Socioeconomically Disadvantaged	14.3
Students with Disabilities	16

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)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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	
Local Assignment Options	
Total Out-of-Field Teachers	

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)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Year and month in which the data were collected		9/9/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

Year and month of the most recent FIT report

01/2021

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Need deep cleaning and some faucets need replaced
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	389	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	203	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	79	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	67	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	NT	NT	NT	NT
White	173	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	14	NT	NT	NT	NT
Socioeconomically Disadvantaged	60	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	NT	NT	NT	NT

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	389	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	203	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	79	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	67	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	NT	NT	NT	NT
White	173	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	24	NT	NT	NT	NT
Military	14	NT	NT	NT	NT
Socioeconomically Disadvantaged	60	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	NT	NT	NT	NT

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.

All Students	407	381	93.60%	6.40%	87.10%
Female	195	182	93.30%	6.70%	92.30%
Male	212	199	93.90%	6.10%	82.40%
American Indian or Alaska Native	*	*			
Asian	86	75	87.20%	12.80%	92.00%
Black or African American	*	*	90.00%	10.00%	88.90%
Filipino	16	16	100.00%	0.00%	93.80%
Hispanic or Latino	68	65	95.60%	4.40%	75.40%

Native Hawaiian or Pacific Islander	*	*			
Two or More Races	47	44	93.60%	6.40%	86.40%
White	180	172	95.60%	4.40%	89.00%
English Learners	19	16	84.20%	15.80%	43.80%
Foster Youth	*	*			
Homeless	12	*	83.30%	16.70%	90.00%
Military	15	15	100.00%	0.00%	93.30%
Socioeconomically Disadvantaged	64	60	93.80%	6.30%	80.00%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	83	77	92.80%	7.20%	66.20%

*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.

All Students	407	382	93.90%	0.20%	85.30%
Female	195	183	93.80%	0.50%	86.90%
Male	212	199	93.90%	0.50%	83.90%
American Indian or Alaska Native	*	*			
Asian	86	75	87.20%	1.20%	94.70%
Black or African American	*	*	90.00%	10.00%	66.70%
Filipino	16	16	100.00%	6.30%	93.80%
Hispanic or Latino	68	65	95.60%	1.50%	78.50%
Native Hawaiian or Pacific Islander	*	*			
Two or More Races	47	44	93.60%	2.10%	88.60%
White	180	173	96.10%	0.60%	83.20%
English Learners	19	16	84.20%	5.30%	75.00%
Foster Youth	*	*			
Homeless	12	*	83.30%	8.30%	90.00%
Military	15	15	100.00%	6.70%	73.30%
Socioeconomically Disadvantaged	64	60	93.80%	1.60%	76.70%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	83	77	92.80%	1.20%	63.60%

*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	NT	N/A	NT	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	132	NT	NT	NT	NT
Female	63	NT	NT		
Male	69	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	30	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	NT	NT	NT	NT
White	61	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

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

Westwood recognizes the importance of the partnership between home and school and remains committed to having parents partner with us to help students succeed at the highest level. Parents are included in the improvement process and serve in an advisory capacity on a number of committees ranging from English Learners to School Site Council. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, Writer's Workshop, Art Corps, Music Appreciation, Book Fairs, Fun Run, Math Olympiad, Science Field Day, and Room Parents. Additionally, parents serve on the PTA as board members and volunteers, the Westwood Education Foundation, School Safety Committee, and others. Senior volunteers read and mentor children through the Seniors Helping Our Kids (SHOK) program. Westwood students also work with seniors through the Partners in Education program.

Parents are provided additional opportunities throughout the year to interact with school staff and administration. These opportunities include joining staff in school wide and single class events, YouTube live meetings, and joining teachers live and online. We are continually reflecting on partnership and communication opportunities to further build these important relationships.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	830	811	42	5.2
Female	408	397	21	5.3
Male	422	414	21	5.1
American Indian or Alaska Native	0	0	0	0.0
Asian	187	184	6	3.3
Black or African American	15	15	2	13.3
Filipino	35	33	0	0.0
Hispanic or Latino	123	120	8	6.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	98	93	5	5.4
White	371	365	21	5.8
English Learners	88	85	1	1.2
Foster Youth	0	0	0	0.0
Homeless	22	22	2	9.1
Socioeconomically Disadvantaged	126	123	18	14.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	156	154	15	9.7

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	0.58	0.12	1.43	0.18	3.47	0.20
Expulsions	0.00	0.00	0.07	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	0.36	1.02	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12	0.00
Female	0.00	0.00
Male	0.24	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	0.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Westwood places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, lockdown and bus evacuation are held. The Westwood office staff continually monitors the Visitor Check-In system and procedures in an effort to ensure safety. Each year, the student handbook was updated and presented to all students, staff, and families. The School Disaster Plan is updated regularly and staff is trained on a regular basis. Updates are made as a part of PUSD's ongoing commitment to school security and safety. In addition, a full safety inspection was recently conducted where over 100 items were reviewed and found to be compliant. The Safety Committee includes certificated staff, classified staff, administration and parents. This committee meets on a monthly basis and updated parents through the weekend wire communication. Extended Student Services is available to students for before and after school childcare. ESS safety plans are in alignment with the Westwood School Safety Plan. COVID protocols have been added to the Safety Plan and developed in cooperation with district officials, staff, and the community. The School Safety Plan was presented and approved at School Site Council during the December 2, 2021 meeting.

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	21	3	4	
1	20	1	5	
2	19	2	5	
3	19	2	6	
4	33		2	2
5	52		2	3
6				
Other	9	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	22	1	6	
1	16	3	5	
2	25		5	
3	26		5	
4	17	3	4	
5	50		4	1
6				
Other	15	2	1	

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	18	7	2	1
1	10	10	2	
2	12	7	3	
3	14	7	2	
4	16	6		1
5	20	9		2
6				
Other	25	5	1	3

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	2626.7

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)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.9
Social Worker	0
Speech/Language/Hearing Specialist	0
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 teach 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	7,690.68	1,606.97	6,083.71	85863.16
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-27.2	2.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-32.5	1.4

2020-21 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

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	\$49,682	\$50,897
Mid-Range Teacher Salary	\$78,590	\$78,461
Highest Teacher Salary	\$107,628	\$104,322
Average Principal Salary (Elementary)	\$140,850	\$131,863
Average Principal Salary (Middle)	\$147,568	\$137,086
Average Principal Salary (High)	\$160,950	\$151,143
Superintendent Salary	\$305,509	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

The 2020 - 2022 professional development has a dual focus: supporting students in owning their learning, and providing a rich and rigorous education. Areas presented to support this area of focus include Response to Intervention Strategies, goal setting, learning styles, and Specialized Academic Instruction, and learning intentions. Teachers are also receiving specialized training in supporting students with special needs. All instructional staff have also been provided district and site-based training on a variety of topics that support learning in a virtual environment.

Teachers are also afforded the opportunity to participate in District and site sponsored professional development. These workshops are typically presented in a semester or year-long series and support a wide variety of professional growth areas. They include the implementation of state adopted California State Standards, use of effective instructional strategies, implementing the use of computer technology in teaching and learning, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school and District. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they achieve NBCT status. Additionally, teachers participate in Teacher Learning Cooperatives (TLC's), most recently in the area of science and technology.

Further focus has been placed on becoming a No Place for Hate School and beginning our Equity and Inclusion learning. This has included site level training and district level professional development sponsored by the Anti-Defamation League. Staff is also including students and parent representatives in this learning process.

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	4	2	4

Poway Unified

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	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	cdonnelly@powayusd.com
District Website Address	www.powayusd.com

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	18814	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9760	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3249	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03	99.97	--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2713	8	0.29	99.71	--

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	18813	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9759	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3248	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03		--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2713	8	0.29	99.71	--

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.