

West Creek Academy

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	West Creek Academy
Street	28767 North West Hills Dr.
City, State, Zip	Valencia, CA 91354
Phone Number	(661) 294-5385
Principal	Susan Bett
Email Address	sbett@saugusud.org
School Website	
County-District-School (CDS) Code	19649980119230

2021-22 District Contact Information

District Name	Saugus Union School District
Phone Number	(661) 294-5300
Superintendent	Colleen Hawkins, Ed. D.
Email Address	chawkins@saugusud.org
District Website Address	www.saugusud.org

2021-22 School Overview

We are pleased to share our annual Accountability Report Card for West Creek Academy. West Creek Academy opened its doors ten years ago as the newest of fifteen high-achieving elementary schools in the Saugus Union School District. Prior to opening in 2010, the underdeveloped West Creek Academy neighborhood had 70 students slated for attendance. In order to increase enrollment, West Creek Academy opened to all interested students within the district. In August of 2010, interested families left their current schools to join West Creek Academy's educational journey as the district's first music and performing arts focus school. Over 900 students applied for this new concept school and 630 ethnically and socio-economically diverse students of varying abilities were accepted. Since our school's opening, families looking to move into the area have gravitated towards the West Creek Academy boundaries due to the reputation of our music and arts focus program, coupled with its excellence in academics, a focus on 21st century learning, as well as celebrating a diverse population. As a result, students have transferred from over 100 different schools, many different states, and over 24 different countries. Since opening, our population has grown by almost 40%, reaching over 1,000 students. Current TK-6th grade students were born in 19 countries, and over the last five years, students attending West Creek Academy were born in an additional nine countries. To accommodate our student growth and focus on science and the arts, a new two-story building was added in 2018 including five classrooms, along with 3 music and piano labs and a flexible science lab accommodating up to 80 students at a time. Additionally, our school district is the second lowest funded district in Los Angeles County and the fourteenth lowest funded district in California.

Since the opening of West Creek Academy, as the Saugus Union School District's first focus school in the Arts, we have developed and sustained a unique, arts-integrated curriculum, requiring students to utilize the dimensions of depth and complexity that are specific to our Advanced Learning Process for Scholars (ALPS). ALPS is the method by which West Creek Academy instills higher level thinking and a deepened knowledge of all subjects taught through the use of Depth and Complexity icons for all students. Students learn the 11 Dimensions of Depth and Complexity and apply them in the core curriculum in Kindergarten, 1st, and 2nd grades. Students continue to utilize the Dimensions of Depth and Complexity and learn how the five Content Imperatives empower them to accomplish even more in 3rd, 4th, 5th, and 6th grades.

In 2016 West Creek Academy received the Gold Ribbon Schools Award recognition for our model practice of STEAM. Since our Gold Ribbon recognition, our school has continued to expand and create a program for fostering 21st century learners and was recognized as a 2020 California Distinguished School. We have increased the use of technology with instruction, expanded our Chromebook ratio to one-to-one for our third through 6th grade students and a one-to-three ratio for our TK

2021-22 School Overview

through 2nd grade students, and implemented Professional Learning Communities (PLCs) with our staff. Additionally, we use Illuminate to create standards based assessments, implement Wonders for our Language Arts Curriculum, and as a result of professional development opportunities, teach Next Generation Science Standards using STEMscopes. Our Positive Behavior and Intervention Supports (PBIS) program has grown and teaches school-wide behavior expectations of being safe, respectful, and responsible, which embolden students to be, "Honest Optimistic Willing Leaders." School assemblies recognize students who exemplify this motto, character traits, and academic success.

In 2018, West Creek Academy teachers and administrators began training and implementing Professional Learning Communities in each grade level. This design allows teachers the opportunity to collaborate and examine data that drives instruction. Students are assessed utilizing the program Illuminate, a data rich program which allows teachers to analyze results, and proceed accordingly with instruction. Ensuring teachers meet the instructional needs of students continues to be the common goal across West Creek Academy classrooms.

As each day dawns, students, teachers, administrators and parents alike, rededicate themselves in our pledge to "pursue academic excellence and never settle for less than my best." Whether it be through daily collaboration, instruction, creativity, or leadership, we unite together to positively impact our students through our program highlighting 21st Century Learning.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	65
Grade 2	86
Grade 3	97
Grade 4	79
Grade 5	109
Grade 6	76
Total Enrollment	602

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	17.8
Black or African American	3.2
Filipino	7.1
Hispanic or Latino	21.8
Two or More Races	7
White	42.9
English Learners	5.6
Socioeconomically Disadvantaged	11.5
Students with Disabilities	9.3

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>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.3	100.0	353.8	94.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.6	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	6.9	1.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	2.0	0.5	12115.8	4.4
Unknown	0.0	0.0	6.2	1.7	18854.3	6.9
Total Teaching Positions	24.3	100.0	372.7	100.0	274759.1	100.0

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.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected		December, 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Grades K-6 Certified 2018	Yes	0
Mathematics	McGraw-Hill: Grades K-6 Certified 2015	Yes	0
Science	STEMscopes Certified 2020	Yes	0
History-Social Science	Scott Foresman: Grades K-5 Harcourt: Grade 6 Certified 2007	Yes	0

School Facility Conditions and Planned Improvements

West Creek Academy's custodial staff collaborates with the District's maintenance department to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for all students, staff, and visitors. Our principal and head custodian communicate regularly regarding school facilities and maintenance issues, custodial responsibilities, and special program schedules. Our students, staff, and parents take pride on our school and work together to ensure a clean and safe learning environment for everyone.

Year and month of the most recent FIT report	11/6/2021
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School Facility Conditions and Planned Improvements

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			
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	377	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	195	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	76	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	33	NT	NT	NT	NT
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	NT	NT	NT	NT
White	160	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	40	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	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	377	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	195	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	76	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	33	NT	NT	NT	NT
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	NT	NT	NT	NT
White	160	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	40	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	377	358	94.96%	5.04%	77.19%
Female	182	173	95.05%	4.95%	79.12%
Male	195	185	94.87%	5.13%	75.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	109	105	96.33%	3.67%	86.24%
Black or African American	15	13	86.67%	13.33%	53.33%

Filipino	--	--	--	--	--
Hispanic or Latino	77	74	96.10%	3.90%	74.03%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	13	81.25%	18.75%	62.50%
White	160	153	95.62%	4.38%	76.25%
English Learners	18	18	100.00%	0.00%	50.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	70.59%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	40	9.30%	90.70%	51.16%

*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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	377	377	100.00%	0.00%	69.50%
Female	182	182	100.00%	0.00%	68.13%
Male	195	195	100.00%	0.00%	70.77%
American Indian or Alaska Native	--	--	--	--	--
Asian	109	109	100.00%	0.00%	83.49%
Black or African American	15	15	100.00%	0.00%	33.33%
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100.00%	0.00%	62.34%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00%	0.00%	68.75%
White	160	160	100.00%	0.00%	66.88%
English Learners	18	18	100.00%	0.00%	66.67%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	64.71%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	43	9.30%	90.70%	51.16%

*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	111	NT	NT	NT	NT
Female	53	NT	NT		
Male	58	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	21	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	55	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	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

Our school is privileged to have a high level of parental support. Volunteers work at the school and in the classrooms on a daily basis in various capacities. West Creek quickly established an excellent reputation due, in part, to the support we received, and continue to receive, from our parents and our community. Parents are kept informed of school events and news through weekly on-line newsletters and emails. Parents interested in volunteering at our school should contact the school office for information.

Through our partnership with the West Creek Academy PTA, parent engagement sessions are held each year including opportunities for parents to be engaged with and learn about areas that have included technology, social skills, and mindfulness. Parents may be involved during family nights that are organized by our PTA. Family nights have included a STEAM night, Fall Festival, student talent show, Matters of the Heart where something is created to help others, a Daughter Dance, and a Son Dance.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	683	671	12	1.8
Female	332	325	6	1.8
Male	351	346	6	1.7
American Indian or Alaska Native	0	0	0	0.0
Asian	127	124	0	0.0
Black or African American	25	25	1	4.0
Filipino	45	45	0	0.0
Hispanic or Latino	146	145	4	2.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	52	50	2	4.0
White	286	280	5	1.8
English Learners	42	42	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	77	77	4	5.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	69	3	4.3

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	0.10	0.00	0.36	0.02	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	0.00	0.11	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

West Creek Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Bridgeport Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire and lockdown drills are conducted monthly and earthquake drills four times each year.

West Creek Academy is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in to our Raptor System, wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals and was approved by Site Council during the 2021 school year.

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

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	26		7	
1	25		5	
2	24		5	
3	26		6	
4	33		1	3
5	30		4	
6	30		5	

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	25	1	5	
1	25	2	4	
2	29	1	4	1
3	21	2	4	
4	27	1	5	
5	26	1	4	
6	28	1	4	

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	23	1	3	
1	22	1	2	
2	22	1	3	
3	24	1	3	
4	20	2	2	
5	27	1	3	
6	25		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	860

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)	0.7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	0
Other	0.2

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	\$9,883	\$2,831	\$7,052	\$80,719
District	N/A	N/A	\$7,416	\$81,374
Percent Difference - School Site and District	N/A	N/A	-5.0	-0.8
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-18.0	-6.2

2020-21 Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

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	\$45,476	\$52,060
Mid-Range Teacher Salary	\$82,385	\$84,043
Highest Teacher Salary	\$96,997	\$107,043
Average Principal Salary (Elementary)	\$132,982	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$205,000	\$240,628
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into their teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Induction and Peer Assistant Review programs extend individual support and training and support success in the practice of teaching.

Our teachers are highly qualified and fully credentialed by the State of California. As educators we constantly strive for excellence. Professional growth activities are planned annually based on current need and input received from staff. Teachers receive professional development during staff meetings as well as two professional development days scheduled throughout the school year. These professional development days incorporate training on a variety of subjects, including Professional Learning Communities, Positive Behavior Intervention and Supports, Next Gen Math, Next Generation Science Standards (NGSS), iReady, Language Art Curriculum and technology. Teachers utilize the information that they have learned as they plan together with their colleagues during Collaborative Instructional Planning each Wednesday created by our early release of students. Teachers have also been learning about what works best for student learning through training and collaborative conversations about Visible Learning.

Committees composed of teachers and administrators reviewed the state standards and deconstructed them for our curriculum for mathematics, language arts, history/social science and science. Breaking the standards apart into smaller chunks makes them more easily understood and more succinct to plan and teach and have been incorporated into a district pacing guide. These standards-based documents are the foundation for what is taught and assessed in our district.

The primary focus at West Creek Academy for staff development is Professional Learning Communities, California Common Core State Standards in each of the content areas (including the Next Generation Science Standards), Positive Behavior and Intervention Supports (PBIS), Advanced Learning Process for all Scholars (ALPS), technology and Construction Meaning instruction and ELPAC training for English Learner students.

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	2	2	2

Saugus Union 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	Saugus Union School District
Phone Number	(661) 294-5300
Superintendent	Colleen Hawkins, Ed. D.
Email Address	chawkins@saugususd.org
District Website Address	www.saugususd.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	5276	NT	NT	NT	NT
Female	2475	NT	NT	NT	NT
Male	2800	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	509	NT	NT	NT	NT
Black or African American	196	NT	NT	NT	NT
Filipino	329	NT	NT	NT	NT
Hispanic or Latino	1821	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	240	NT	NT	NT	NT
White	2161	NT	NT	NT	NT
English Learners	481	NT	NT	NT	NT
Foster Youth	16	NT	NT	NT	NT
Homeless	94	NT	NT	NT	NT
Military	59	NT	NT	NT	NT
Socioeconomically Disadvantaged	1252	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	861	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	5276	NT	NT	NT	NT
Female	2475	NT	NT	NT	NT
Male	2800	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	509	NT	NT	NT	NT
Black or African American	196	NT	NT	NT	NT
Filipino	329	NT	NT	NT	NT
Hispanic or Latino	1821	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	11	NT	NT	NT	NT
Two or More Races	240	NT	NT	NT	NT
White	2161	NT	NT		NT
English Learners	481	NT	NT	NT	NT
Foster Youth	16	NT	NT	NT	NT
Homeless	94	NT	NT	NT	NT
Military	59	NT	NT	NT	NT
Socioeconomically Disadvantaged	1252	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	861	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.

*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.