School Accountability Report Card
Reported Using Data from the
2023–24 School Year
California Department of Education

The Westmoreland Academy

Address: 5 Westmoreland Pl, Pasadena 91103 **Phone:** 626-356-1500
Principal: Nicholas Pinto, MA PPS   **Grade Span:** K-T4

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

➢ For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
➢ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

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

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2024–25)

Entity	Contact Information
District Name	Multiple, see list below
Phone Number	N/D
Superintendent	N/D
Email Address	N/D
Website	N/D

Table 2: School Contact Information (School Year 2024–25)

Entity	Contact Information
School Name	The Westmoreland Academy
Street	5 Westmoreland Place
City, State, Zip	Pasadena, CA 91103
Phone Number	626-356-1500
Principal	Nicholas Pinto, MA PPS
Email Address	npinto@redesignlearning.org
Website	https://www.redesignlearning.org/westmoreland-academy/
Grade Span	K-T4
County-District-School (CDS) Code	19648810127415

Table 3: School Description and Mission Statement (School Year 2024–25)

About Educating and Guiding Students with ASD

The Institute for the Redesign of Learning, a leader in special education in Southern California, since 1974, has established a unique Non-Public School (NPS) program for students with Autism Spectrum Disorders (ASD). Westmoreland Academy is based on the belief that extraordinary students deserve an extraordinary program; from a specialized curriculum that can meet the individual needs of our students who learn in a multitude of ways; to well-trained, empathetic and passionate staff who support our students in recognizing that they are "Whole, Able and Complete" exactly as they are (Taking Charge TM). The Institute's goal is to provide our students with a nurturing and effective education using the most current, scientifically-proven and evidence-based curriculum and interventions available.

Accreditation

Westmoreland was recently granted full accreditation through the Western Association of Schools and Colleges (WASC) through 2026.

About Westmoreland Academy's Education Model:

"***Taking Charge" -*** Developed by Nancy J. Lavelle, Ph.D., President and Founder of the Institute for the Redesign of Learning, Taking Charge TM focuses on each student's

unique gifts and strengths and assists the student in developing competencies towards self-identified and mutually agreed-upon goals. An essential principle of Taking Charge TM is the concept that learning and language are inextricably linked. Taking Charge TM focuses on the roles of teachers and other professionals as Linguistic Coaches working in partnership with learners to observe (or "listen" to) the underlying assumptions that lead to effective and ineffective communication and learning. We support students in addressing their own human concerns and/or underlying assumptions and awareness through language and reflection, tone of voice and positioning. Using questioning phrases like, "How can I support you?" "What do you need?" "What's wrong?" in a neutral, accepting tone of voice, while sitting next to the student, enables the student to address their own personal concerns in a consistent, safe and nurturing environment.

Class Size – Small class size, limited to 12 students, with at least two, and quite possibly more, instructional experts with specialized training in ASD.

Classroom Environment – We believe that structured classroom environments (including visual schedules, specific places for students' personal belongings, quiet areas, individualized lesson plans, clean well-kept rooms and educational centers, appropriate and engaging hands-on learning materials, bulletin boards displaying student work, etc.) are direct links to our students' successful academic, functional and social/emotional student-centered learning.

Social Skills – All Westmoreland Academy students participate in a structured social skills program that provides modeling and role-playing opportunities that address student concerns (making and keeping friends, having socially appropriate conversations, being aware of the perceptions of others, displaying appropriate behaviors) and generalize these skills to a variety of environments.

Curriculum – *Diploma Track* – Westmoreland Academy provides a standards-based curriculum in full compliance with the California Department of Education guidelines for both State and Common Core Standards. *Certificate of Completion* – Westmoreland Academy also provides an Alternate Curriculum for students focused on Independent Life Skills, Vocational Skills and Daily Self-Help Skills. Both curricula are highly structured to provide a system that is consistent and predictable but also highly flexible in order to accommodate individual student needs.

Assistive Technology – With the support of experts from leading Universities and District Assistive Technology Departments, Westmoreland Academy incorporates specialized software, video conferencing capabilities, and student iPad-based applications to facilitate our students' access to the curricula, the technological world and in support of conventional learning materials.

Vocational Program –Westmoreland Academy offers a vocational program that focuses on acquiring practical work skills tailored to student interest. The development of transition planning and life skills portfolios support placement in future work settings and independent and assisted living environments.

School Description and Mission Statement (School Year 2022-2023)

Our mission is to empower individuals of all abilities to take charge of their own learning and lives making it possible for them to be competent, caring, and contributing members of society; and to provide learning opportunities for families, professionals, and communities to support those efforts.

About Our Professional and Support Staff
Our Professional and Support Staff meet California License or teaching credential requirements in Special Education or area of specialization. All professional staff participate in the Taking Charge for Educators TM training course. Related-services personnel provide additional small group and individual services to assist each child to reach their full potential. Supervision is provided by an Education Director holding a Doctoral or Masters in Education Administration, Special Education or related fields; in addition to Program Coordinator(s) and other mental health professionals.

About Our Parents and Caregivers
Parents and caregivers seeking an educational program for their student with ASD usually look for a school able to individualize a program to meet the unique needs of their child. The intake process at Westmoreland Academy offers both parent and child the opportunity to choose the most appropriate education program for their unique needs and to make a commitment to working together with Westmoreland Academy staff to achieve the best possible outcomes for each student. Cooperation between families and staff members is further enhanced through available support groups and training. Parents are encouraged to visit or call anytime they have a question, concern, or would like to observe their child during the school day. Westmoreland Academy has a Parent/Community Resource Library which parents can use at any time. Parents are welcomed and encouraged to volunteer on the Westmoreland Campus. A Parent Meeting is held each month in order to provide trainings (e.g., Behavior Intervention, iPad Apps for Autism, Social Skills etc.), share information, answer any questions or address any concerns, and listen to parent suggestions

Table 4: Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	1
Grade 1	4
Grade 2	7
Grade 3	1
Grade 4	6
Grade 5	1
Grade 6	2
Grade 7	7
Grade 8	6
Grade 9	14
Grade 10	12
Grade 11	5
Grade 12	11
T-1	4
T-2	6
T-3	5
T-4	5
Total Enrollment	98

Table 5: Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	60.20%
Male	24.49%
Non-Binary	0.00%
Not Disclosed	15.31%
American Indian or Alaska Native	1%
Asian	13.27%
Black or African American	5.10%
Filipino	2.04%
Hispanic or Latino	28.57%
Native Hawaiian or Pacific Islander	0%
Two or More Races	1.02%
White	26.53%
English Learners	14%
Foster Youth	N/A
Homeless	1%
Migrant	N/A
Socioeconomically Disadvantaged	N/A
Students with Disabilities	100%

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.

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	71.36%
Intern Credential Holders Properly Assigned	2	14.32%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	14.32%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0
Unknown/Incomplete/NA	0	0
Total Teaching Positions	14	100%

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

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	70%
Intern Credential Holders Properly Assigned	3	30%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0
Unknown/Incomplete/NA	0	0
Total Teaching Positions	10	100%

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

Table 8: Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	80%
Intern Credential Holders Properly Assigned	2	20%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0
Unknown/Incomplete/NA	0	0
Total Teaching Positions	10	100%

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

Table 9: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	2	2	2
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

Table 10: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 9/25/2024

Subject	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

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

Table 13: School Facility Conditions and Planned Improvements
*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Contracting districts conduct a yearly inspection, and general comments are similar to the following:

School grounds and classrooms are clean and in good condition. Most staff have walkie talkies. Adequate first aid kits, extinguishers and defibrillator. Repairs are done promptly and on time.

Table 14: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/30/2024

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: 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

Year and month of the most recent FIT report: 9/30/2024

Table 15: Overall Rating

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts/Literacy (grades 3-8 and 11)	--	--	--	--	--	--
Mathematics (grades 3-8 and 11)	--	--	--	--	--	--

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e.,

achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

**Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment**

Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 18: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 19: CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8 and high school)	--	--	--	--	--	--

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 20: CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

Table 21: Career Technical Education (CTE) Programs (School Year 2023–24)
 N/A

Table 22: Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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

Table 24: California Physical Fitness Test Results (School Year 2023–24) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: 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.

Table 25: Opportunities for Parental Involvement (School Year 2024–25)

The Parents of Westmoreland Students (PAW) committee plays a crucial role in supporting the school in fostering a strong partnership between parents and school staff at Westmoreland. This parent-led group is dedicated to enhancing the overall educational experience for students through fundraising efforts and collaborative projects. The PAW committee meets once a month, where they provide resources, and guest speakers that support parents with different educational needs for their child. They also organize events and gatherings outside of school in order to support each other.

One key aspect of the PAW committee's involvement is in encouraging parent participation in school events. This includes activities such as back-to-school nights, spring games, open houses, international dinners, and Thanksgiving feasts. These events provide valuable opportunities for parents to engage with the school community, connect with teachers and staff, and actively participate in their child's education.

The Parents of Westmoreland Students (PAW) committee not only plays a vital role in fostering collaboration between current parents and school staff but also recognizes and fosters the idea of "it takes a village" by supporting new families at Westmoreland. These experienced parents serve as a valuable resource for newcomers, offering guidance, support, and insights to help navigate the educational journey and meet their

child's needs effectively.

By leveraging the knowledge and experience of seasoned Westmoreland parents and parents of alumni, the PAW committee enhances the sense of community and support within the school. These seasoned individuals can provide valuable advice on school events, academic programs, extracurricular activities, and other aspects of the school experience, helping new families feel welcomed and integrated into the Westmoreland community.

The involvement of seasoned parents and parents of alumni in the PAW committee not only benefits new families but also strengthens the overall sense of unity and collaboration within the school community. Their willingness to share their experiences and expertise contributes to a supportive environment where all families can thrive and actively participate in their child's education. Through their collective efforts, the PAW committee continues to foster a culture of engagement, support, and partnership that enriches the educational experience and parent involvement for all students at Westmoreland.

Overall, the Parents of Westmoreland Students (PAW) committee serves as a supportive partner to the school, working hand in hand with school staff to promote collaboration, communication, and active involvement in the educational journey of students. Through their dedication and efforts, the PAW committee helps to create a supportive and inclusive school community that benefits all stakeholders involved. Westmoreland encourages all families to become involved with the PAW committee as it is an invaluable resource and support system.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%
Dropout Rate	0	0	0	0	0	0	0	0	0

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

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	N/A	N/A	N/A
Female	N/A	N/A	N/A
Male	N/A	N/A	N/A
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Table 28: Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

Table 29: Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24
Suspensions	1	0	0
Expulsions	0	0	0

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

Table 30: Suspensions and Expulsions by Student Group (School Year 2023–24)

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

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

Table 31: School Safety Plan (School Year 2024–25)
INTRODUCTION TO EMERGENCY PLAN
The objective of the Emergency Disaster Preparedness Plan is to provide the maximum protection for students, consumers and staff primarily, and buildings and equipment secondarily in the event of disaster. Earthquakes and other types of disasters occur at times and places that cannot be predicted. It is important to be prepared for such an unpredictable danger. When an emergency occurs, **KEEP CALM**. Do not run or panic. If proper precautions are taken, the chances are you will not be hurt. If you are outdoors, stay outdoors; if indoors, stay indoors. All faculty and staff members have a joint responsibility for maintaining a calming effect upon the students/consumers. **THIS**

IS OF THE UTMOST IMPORTANCE. Each staff member at the Institute for the Redesign of Learning has a responsibility assignment. If a major disaster should strike during working hours, you will be expected to remain on the job until relieved by the assigned staff member in charge of the Emergency Operations Center (EOC)

Do not under any circumstances leave your assignment without permission from the IRL Managing Director. In his/her absence the Education Directors will substitute. We will be counting upon your being at your assigned location until you are officially relieved. This is extremely vital to not only your well-being, but possibly hundreds of students/consumers, employees, and citizens. Other people are counting upon you to be at your assignment. Please report in as requested and as soon as possible. If you need to leave your assignment or the premises at any time, you must check out with the EOC.

WORK AREA/OFFICE/CLASSROOM SAFETY INSPECTION

Staff members shall inspect their work areas and notify the EOC of any unsafe conditions. Please give special attention to the following:

DO NOT -- allow access to doors or other exits to become blocked or partially blocked at any time by anything

DO NOT -- leave doors to storage cabinets open and unlatched when the cabinets are not in actual use

DO NOT -- leave flammable-combustible or other hazardous chemicals in such a manner as to allow the contents to mix if the containers are broken (this is particularly true of chemicals which when combined will produce toxic gases or cause "instant fire")

DO NOT -- suspend flammable material or other objects from ceilings or from lighting fixtures

DO NOT -- let glass containers or materials accumulate on counter tops or other workspaces, put them back into proper storage areas when you have finished using them

DO NOT -- allow electrical cords to extend across walkways or exit ways, remove them immediately after use and store them properly

DO NOT -- obstruct access to electrical panel boxes

DO NOT -- store boxes on top of cabinets or in high areas

Instruct all consumers/students as to what they should do in the event of an earthquake and other emergencies. This must be done in a manner that will not induce unnecessary fears in children. These instructions must cover "Drop and Cover" drills.

PLAN #1 EMERGENCY (DISASTER) DURING SCHOOL/PROGRAM HOURS

FOR PERSONNEL SUPERVISING STUDENTS/CONSUMERS

It is assumed that during a major disaster such as an earthquake, there will be no advanced warning and that advance signals or alarms will not be possible. All communication at this point should be verbal.

DURING SCHOOL/PROGRAM HOURS

1. At the first sign of an earthquake, or other external threat, the teacher should command "drop". Students/consumers in buildings shall take cover under desks and tables in the "drop and cover" positions. In addition, students/consumers should stay away from windows and outside doors. Adults are to do likewise, but continue to talk to the students/consumers to maintain order and avoid panic.

2. Students/consumers on the site grounds/designated sites or bus stops will move away from buildings and electrical wiring and DROP AND COVER with hands over head.

3. Students/consumers should DROP AND COVER near an inner wall with hands over head.

4. As soon as the first shaking motion stops, the teacher should assess classroom conditions and determine an escape route from the classroom. As soon as possible, all ambulatory students/consumers should proceed from the buildings to the predetermined safe area avoiding all fallen wires.

5. Any immobile students/consumers should remain in the classroom and be surrounded with furniture for protection from earthquake aftershocks. One staff member will remain with the injured student/consumers. Coverage during evacuation will be co-shared with a "buddy" classroom. A representative of the EOC will retrieve a roll call report from teachers. Your report should include a note of any injured person or dangerous situation (break or suspected break in utility lines) which may present an additional hazard.

6. If the buildings are deemed safe for immediate use, students/consumers will be held at designated location until their normal dismissal time or when deemed safe.

7. If the emergency is catastrophic in nature, students/consumers will be kept at designated site unless released to parents, designated guardians or caregivers as identified. Parents or their designees will be expected to make every effort to assume custody and responsibility of their children as soon as possible. Staff will retain control of those remaining students/consumers for 72 hours at which time the students/consumers will be taken to the nearest public shelter.

REMEMBER

A. See that no one reenters the buildings for any reason until the buildings have been declared safe

B. Do not light any fires after the earthquake

C. Avoid touching electrical wires that may have fallen

D. Render first aid as necessary

E. Take roll call

PLAN #2 EMERGENCY (DISASTER) OUTSIDE OF SCHOOL/PROGRAM HOURS

1.   All employees should listen to the radio (KFWB 980 or KNX 1070 on the AM dial) for information regarding the opening or closing of the program. The agency will be considered OPEN unless it is specifically announced by the IRL Managing Director that we are closed. If the program is not closed officially, all employees will make every effort to report for work. Should the radio not be active, all employees will use their best judgment as to whether to remain at home or to report to work.

2.   Parents and care providers will be informed by radio (KFWB 980 or KNX 1070 on the AM dial) as soon as possible regarding the program situation.

3.   Consumers waiting in the parking lot for pick up will DROP AND COVER in an open area until the initial shock is over and then wait for the van. Consumers walking will DROP AND COVER in an open area until the initial severe shock is over and then proceed to the parking lot.

4.   If an earthquake occurs before program hours, consumers will remain at home until that the program is open.

5.   Buses/Vans

a. Buses/Vans in route to school/program (pickup)
   1. Buses/Vans in route to site with students/consumers aboard will stop in an open space and wait until the initial shock is over then continue the regular route-taking students/consumers to designated site.

   2. If the bus/van cannot reach the site, nor continue the route, the riders are to remain on the bus and the driver will act as a constituted authority to supervise the safety and welfare of the riders. The driver will wait until help arrives and take orders from recognized authorities. If the telephone lines are not operating, riders will remain on the bus, and the driver will act as the constitute authority to supervise the safety and welfare of the riders. The driver will wait until help arrives and take orders from recognized authorities.

   3. If some, but not all, of the remaining route can be made, the bus is to proceed directly to site, omitting the impassable route. Report to the EOC regarding the stops not made.

b. Buses/Vans en route home

      1. Buses/Vans in route home from site will stop in an open space and wait until the initial shock is over. If possible, the driver will finish the route dropping the students/consumers at their designated stops.

      2. If some, but not all the route can be accomplished, the driver is to make all possible stops and then, if possible, return remaining riders to site.

      3. If no one home is to supervise the students/consumers, students/consumers will be returned to site.

c. If it is not possible to return to site, the driver will make all possible stops and then stop in an open space. Riders will remain on the bus, and the driver will act as the constitute authority to supervise the safety and welfare of the riders. The driver will wait until help arrives and take orders from recognized authorities.

d. All bus drivers of contract carriers will receive a copy of this plan.

Guidelines for Disease Outbreak

If you believe that you have been exposed to a biological disease, chemical or other highly infectious disease, or if you believe an intentional threat will occur or is occurring, please call 911 and/or alert the proper authorities.

Agency	Telephone Number
FBI www.fbi.gov	310-477-6565 (Los Angeles) 916-481-9110 (Sacramento)
California State Police	911
The Office of Emergency Management http://lacoa.org/	323-980-2260
California State Health Department www.cdph.ca.gov	916-445-4171
Local Hospital (Huntington Hospital) www.huntingtonhospital.com	626-397-5112
Centers for Disease Control and Prevention www.cdc.gov	770-488-7100

POST DISASTER PROCEDURES

Teams have been established and procedures developed for each area listed below:

1.   Emergency Operation Center (EOC)

2.   Student/Consumer and Staff Accounting Team

3.   Sweep and Rescue Team, Campus Security, Fire and Resource Team

4.   Parental Communication Team

5.   First Aid Team

6.   Food and Water Team

More detailed procedures for each team can be found on the following pages.

STUDENTS/CONSUMERS AND STAFF ACCOUNTING TEAM

LOCATION: Parking Lot of Designated Site

PERSONNEL: Almansor/Westmoreland Academy: Day-school/ASD Directors, Receptionist, Early Education Director, Transportation Coordinator Almansor Mental Health: Director & Assistant Director, Program Supervisors Almansor Adult Services: TAS Director Classroom Teachers/Assistants/Staff--Take roll and report to EOC

RESPONSIBILITIES:

1. Give "Duck, Cover & Hold and Evacuate commands
2. Ascertain the extent of injuries and capabilities for class evacuation after drop
3. Determine the need and assist neighboring teachers (Buddy System)
4. Evaluate safest exit route using predetermined routes to specific station
5. Bring Emergency Kit/water supply from classroom
6. Complete emergency status report to EOC
7. Supervise and reassure students/consumers throughout the duration of the emergency
8. Stay with class at all times
9. Receives and tries to maintain contact with consumers and staff in the community

EMERGENCY EQUIPMENT/SUPPLIES:

1. Necessary roll call material and emergency attendance records
2. First Aid Kit/water supply
3. Duffel bag or bucket with supplies (ground cloth/tarp)

ALMANSOR/WESTMORELAND ACADEMY COMMUNICATION TEAM

LOCATION: Designated EOC is lawn in front of building 6.

PERSONNEL: Directors, Receptionist, Office Manager, Office Clerk, and Early Education Director, or designee.

STAFF: All available teachers and teacher assistant report to SWEEP
                TEAMS for designation.

RESPONSIBILITIES:

1.   Direct parents/guardians to reunion area
2.   Reunite parents/guardians with students/consumers
3.   Confirm custody
4.   Record time and signature
5.   Escort students/consumers to reunite area
6.   Report information to EOC

EQUIPMENT/SUPPLIES:

1.   Map of all stations
2.   Class/consumer rosters, emergency cards, record keeping material
3.   Office Supplies
4.   Ground cloth
5.   Large map to The Almansor Day School which will be utilized and follow their
        Emergency Disaster plan if Emergency \Disaster lasts for a sustained period and
        conditions allow for moving staff and consumers to 1955 Fremont Ave. So.
        Pasadena.

DROP AND COVER DRILL

INSTRUCTIONS:

Please read this bulletin carefully. Go over the listed sequence of events in your own
words with your class during morning group. Let your students/consumers know what is
going to happen. REVIEW IT AGAIN, AND THEN BE SURE TO ACT AT THE
PREDETERMINED TIME. (Check your site year Fire and Earthquake Drill schedule, pg.
26)

1.   TODAY, precisely at (indicate the designated time), we will conduct a PRACTICE
        SILENT DROP DRILL.

2.   At the (designated time) you are to command your students/consumers to
        "DROP". Repeat.... "DROP--THIS IS A PRACTICE EARTHQUAKE DRILL."

3.   "DON'T MOVE, COVER YOUR NECK AND HEAD". Have students/consumers
        remain under the protection of a desk for at least 30 to 40 seconds.

4.   "LINE UP". Next, instruct students/consumers to file out to evacuate area. Put
        the Associate Teacher at the FRONT of the line, and the credentialed teacher
        exit LAST.

5.   BE SURE TO BRING YOUR BUCKET, roll book & tarp.

6.   Take roll at evacuation site. Have students/consumers seated in the parking lot
        for this. You will have far greater control.

7. The Student/Consumers/Staff Accounting team will collect names of any missing students/consumers. <u>Missing means</u> "there for roll in class", not there at assembly area.

8. While you are assembled in the parking lot, all related services staff will return students/consumers to their classroom groups. Related services staff will be given instruction for areas to walk for a "safety sweep". <u>Only after</u> the "safety sweeps" have been made will you be released back to class.

9. This time, and in all further drills, we WILL NOT ring the all-clear bell. Instead, you will be <u>released</u> by whoever is in charge in the parking lot. During practice drills, The Attendance Team will release you. <u>DO NOT</u> go back until your classroom group is called.

POWER FAILURE PROCEDURE

1. Check to see if the neighborhood has electricity (see #4 to locate problem)

2. Notify the Business Office immediately. If it is an emergency situation, proceed to step #3

3. Turn off the main current until the problem is located

4. Locate the cause of the failure

   a. Blown fuse--too many lights and equipment operating
   b. Main circuit breaker tripped
   c. Power has been shut off by Southern California Edison
   d. Defective electrical equipment (frayed or bare wire) touching the ground and short-circuiting

5. Main Fuse Box and Circuit Breakers

   a. TAC will be responsible for replacing fuses and resetting the circuit breaker unless it is an extreme emergency
   b. TAC will keep extra fuses and a flashlight on hand for disaster situations

6. Electrical Fires

   a. Unplug the equipment (if any) immediately
   b. Throw on baking soda (never use water)

7. Site/Neighborhood Blackout

   a. Turn off all equipment
   b. Report the blackout to Southern California Edison (800/611-1911 option 2). During a disaster, it will be assumed that telephones will be inoperable. In that case, proceed to item (c)
   c. Visually scan for fallen wires

d.   Stay away from fallen wires and keep students/consumers away. Use furniture as barricades

e.   Keep refrigerators closed to prevent spoilage. Place sensitive refrigerated goods in freezer to slow down spoilage

8. Follow other disaster procedures as outlined

<u>Equipment Needed</u>

1. Baking Soda	4. Emerg. phone numbers	7. First Aid Kit
2. Flashlights	5. Battery oper. radio	8. Bottle water
3. Extra fuses	6. Wind-up clock	9. Manual can opener

POWER FAILURE PROCEDURE

1.   Check to see if the neighborhood has electricity (see # 4 to locate problem).

2.   Notify the business office immediately. If it is an emergency situation, proceed to step # 3.

3.   Turn off the main current until the problem is located.

4.   Locate the cause of the failure:

a. Breaker tripped - too many lights and equipment operating.
b. Main circuit breaker tripped.
c. Power has been shut off by Southern California Edison.
d. Defective electrical equipment (frayed or bare wire) touching the ground and short-circuiting.
e. TAS staff will be responsible for resetting the circuit breakers.

5. Electrical Fires:

a. Unplug the equipment (if any) immediately.
b. Throw on baking soda (never use water).

6. Neighborhood Blackout:

a. Turn off all equipment.
b. Report the blackout to Southern California Edison (800/611-1911 option 2). During a disaster, it will be assumed that telephone lines will be inoperable. In that case, proceed to item c.
c. Visually scan for fallen wires.
d. Stay away from fallen wires and keep clients away. Use furniture as barricades.
e. Keep refrigerators closed to prevent spoilage. Place sensitive refrigerated goods in freezer to slow down spoilage.

7. Follow other disaster procedures as outlined

Equipment Needed:

1. Baking Soda	4. Emergency Phone Numbers	7. First Aid Kit
2. Flashlights	5. Battery operated radio	8. Bottled water
3. Wind-up clock	6. Manual can opener	

Active Shooter

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

When an Active Shooter is in your vicinity and/or building, you must be prepared both mentally and physically to deal with the situation. You must always be aware of your surroundings and most importantly the nearest exit. And remember: if you experience an active shooter event while at work for IRL, you will most likely be responsible for clients or students at the time the incident occurs. This responsibility does not stop when the shots begin. Your role is to assess, decide and act in a way that ensures the safety and survival of your clients/students. An emergency can be reported by any school staff or student. As soon as safely possible walkie-talkie staff if there is an immediate threat or hazard so a lockdown, evacuation, etc., can commence.

Emergency Team Coordinator/ Administration Personnel

- An emergency can be reported by any school staff or student. If there is an immediate threat or hazard, address the problem first by initiating a lockdown, evacuation, etc., then inform the School Incident Commander/School Leader.
- Direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- If able, secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and student locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via phone, email, texting or walkie-talkie.

Teachers and Staff

The following are actions to take to give your students and yourself the best opportunity for escaping serious injury or death. For more information, reference http://www.dhs.gov/active- shooter-preparedness

ASSESS

First, you must assess the situation in order to make the safest decision. Impulsive decisions made without assessment are dangerous and potentially lethal. Assess for the following:

1. Where are you? Who are you with?
2. Where is the threat coming from?
3. How far away is the threat?
4. How many strong are the threat?
5. Is the threat moving towards us or away from us?
6. Can the threat see us from their position? (sightlines and bullets follow straight paths. If they can see you they can shoot you)

Once you have completed your assessment, you must choose one of the three actions listed below to take _immediately_, based on your assessment: Escape, Hide, or Fight.

EVACUATE [ESCAPE - RUN]

If after your assessment you identify that you can safely get out (there is an accessible escape path and no active shooter in sight-line): GO. To best ensure your safety:

1. Have an escape route and plan in mind, leave your belongings behind, and go.
2. Be decisive, but continue to observe, orient and assess around you.
3. Put your phone away. You need to survive, not record your death. Phones slow you and make you a target.
4. Help others escape, if possible. And escape as quietly as you can.
5. Do not attempt to move wounded people. The wounded will be cared for once the killing is stopped. Shooters will bait more targets using wounded persons.
6. Prevent individuals from entering an area where the active shooter may be
7. Once out…keep going. Get at least a block away and find cover/concealment.
8. Keep your hands visible and follow instructions of any police officer
9. Call 911 when you are safe

HIDE OUT [COVER AND CONCEALMENT]

If evacuation is not possible, find a place to hide.

1. COVER: Things that protect you. CONCEALMENT: Things that hide you
   - A black curtain will hide you (concealment) but not stop a bullet (cover). Knowing the difference is critical.
2. Identify areas of cover and concealment BEFORE a critical incident occurs. If you've identified areas you can hide prior to shots fired, you will be more efficient in hiding when they do, and that little bit of extra time may save you.
3. Lock doors, move furniture, avoid windows.
4. Keep in mind: if you can, don't trap yourself or restrict your options for movement.
5. Silence your cell phone and remain quiet. If you are not 100% sure a voice is a first responder, DON'T YELL OUT.

TAKE ACTION [FIGHT]

As a last resort and only when your life is in imminent danger, incapacitate the active shooter:

1. Ensure imminent danger. Don't act if you don't have to. if you have to:

2. Overwhelm and Overpower BY ANY MEANS NECESSARY.
      a.   Work as a team if you can.
      b.   Incapacitate the shooter by throwing items in their face paired with loud sounds. The shooter's brain will process this as danger and flinch, giving you time.
      c.   Improvise weapons – and use them with impunity
3. If you are in this stage: _there are no rules_. Act with a much physical aggression as possible. This is now a true life or death scenario.
      a.   If you choose to fight and you don't win, YOU DIE. This sounds harsh and extreme, but it is reality. Civilized people are taught to act civilly, and it will get them killed when the active shooter does not share the morals of the civilized. You may act with passivity in accordance to beliefs, but statistics bear out that passivity in life and death situations almost guarantees death. (Fighting is no guarantee of survival, but the survival statistics are much higher)

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement will be focused on stopping the active shooter. They are trained to, "stop the killing, then stop the dying." This means that officers will proceed directly to the area in which the last shots were heard in order to neutralize the threat. Until the threat is neutralized (which may include sweeping for explosives, booby traps and potential ambushes), officers that arrive will not stop to help injured persons – they will walk past them, step over them, and ignore their pleas. This is not cold indifference - their first job is to stop the killing. Once they do, these offices will provide aide and radio for first responders to respond. Key point: don't run at a responding officer, yell at them or scream for them. This may make you appear a threat – and they are coming to neutralize threats.

BOMB THREAT PROCEDURE

All individuals in a building should be educated on how to react when a bomb threat is received. Persons receiving the telephone call should respond as follows and notify the Director and/or Operation Manager of the actual threat:

1.   Keep the caller on the line as long as possible – have them repeat the message, record every word spoken by the caller if possible.
2.   If the caller does not give the location of the bomb or the time of possible detonation, ask the caller for this information.
3.   Pay close attention to strange or peculiar background noises, such as music, the type of music, motors running or any other noise that might give a remote clue as to the place from which the call is being made.
4.   Listen closely to the caller's voice – male or female; voice quality; accents, and any speech impediments.
5.   Play dumb or skeptical. Play on the caller's ego. Ask such questions as:
          What kind of bomb is it?
          Why would you want to put a bomb there?
          Is the bomb there for a person or group of people?
          When is the bomb set to go off?
          Where did you place the bomb?
          How was it taken into the building area?

What is the make-up of the bomb?
How long did it take to build the bomb?
What are the expected results of the bomb, should it explode?

Procedures:

1.   Evacuate the building, if in the judgment of the Director or instructor-in-charge it is deemed necessary (inside building bomb threat). Outside building bomb threat everyone should remain in the building and take cover.

2.   Notify the police department immediately.

3.   Notify Operations Manager (Ext. 1057) after the police have been notified. All persons should remain approximately 300 feet from the area in question after evacuation. The decision concerning reoccupying of buildings shall be made after consideration is concluded between site officials and law enforcement representatives. Each occurrence shall be evaluated separately, and the decision concerning the time lapse for re-occupancy will be made according to the prevailing circumstances. If a determination that the building should not be reoccupied during the current day, the emergency transportation program will be implemented.

EQUIPMENT/SUPPLIES

1.   Current Class/Attendance/Staff Rosters

2.   Map of Emergency Operations Center (EOC)

3.   Emergency telephone numbers:
        a. Fire Department and Rescue Team
        b. Ambulance
        c. Police
        d. Designated community agencies/resources

4.   Emergency student/consumer/staff contact list

5.   Necessary roll call material and emergency attendance records

6.   Master keys

7.   Map of all stations and evacuation routes

8.   Office supplies

9.   Emergency Medication Kit (when applicable)

10.   Red & Green tags for Sweep and Rescue Team

11.   List of bus routes and passengers (when applicable)

DISASTER TEAMS

1. Battery operated radio#

2. Two-way radios (3) –
   whistles (6)

3. Bullhorns

4. Rope to cordon off areas

5. Ground cloths (6)

6. First Aid Kit

7. Duffel bags (12)

8. CO2 fire extinguishers (3)

9. Gloves (6 pairs)

10. Blankets, regular (3)

11. Hatchets (3)

12. Flashlights (3)

13. Crowbars (3)

14. Cots (4)

15. Food supply

16. Tarps/ropes (5)

17. Hard hats (6)

18. Adjustable wrenches (3)

19. Big wrench for main gas valve

EQUIPMENT/SUPPLIES

21. 2 Rolls toilet tissue

22. 5, 5-gallon plastic trash
    bags

23. Metal cups

24. Space blankets

25. Ground cloths

26. Toys, games, cards,etc

CONTENTS OF FIRST AID BUCKETS

1 Bucket (the buckets will be used as a toilet, if we are at site for a prolonged period, line the bucket with 5-gallon bags)

1-Pair tweezers

2-10 oz. bottles hydrogen peroxide

1-1/2" roll masking tape

2-Triangle bandages (homemade or purchased)

2-Stretch gauze bandage wraps

2-Rolls adhesive tape - first aid

1-Box 100-count standard size Band-Aids

1-Package safety pins

1-Container Wash 'n' Dry's

1-Flashlight

2-Batteries (for flashlight)

1-Pair work gloves

30-3" x 3" Sterile gauze pads

30-3" x 3" Gauze pads (not necessarily sterile)

1-Bottle sunscreen

1-Pair scissors

2-Instant ice packs

6-Mini pads/tampons

1-First Aid booklet

2-Rolls of toilet paper

10-5 gallon trash bags

Purification Tablets

Neosporin

<u>Optional</u>

Sun visors

Games for Kids

CPR Mask

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20
K	12	2
1	12	2
2	12	2
3	12	2
4	12	2
5	12	2
6	12	2
Other**	Classes are blended grade levels	2

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20
K	12	2
1	12	2
2	12	2
3	12	2
4	12	2
5	12	2
6	12	2
Other**	Classes are blended grade levels	2

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20
K	12	2
1	12	2
2	12	2
3	12	2
4	12	2
5	12	2
6	12	2
Other**	Classes are blended grade levels	2

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22
English Language Arts	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22
English Language Arts	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22
English Language Arts	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	1:36

*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.

Table 39: Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	5
Resource Specialist (non-teaching)	0
Other: OT	3
Other: Paraprofessionals/BII	63

*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.

** "Other" category is for all other student support services staff positions not listed.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Table 41: Types of Services Funded (Fiscal Year 2023–24

- Small class sizes with 1:12 teacher to student ratio
- Assistive Technologies (AT)
- Language and Speech (LAS)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Positive Behavioral Support (BII/BID)
- Counseling and Educationally Related Intensive Counseling Service (ERICS)
- Transportation to and from campus

Table 42: Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.Table 43: Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses: N/A

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+