

School Accountability Report Card Reported Using Data from the 2020–2021 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.

About This School

Table 1: District Contact Information (School Year 2021–2022)

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

Districts served by the Westmoreland Academy: Alhambra, Arcadia, Beverly Hills, Bonita, Burbank Covina Valley, Duarte, El Monte, El Rancho, Glendale, Glendora, Hart, La Canada, LAUSD, Monrovia, Montebello, Mountain View, Pasadena, Rosemead, San Gabriel, San Marino, South Pasadena, Temple City, Whittier Union

Table 2: School Contact Information (School Year 2021–2022)

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/
County-District-School (CDS) Code	19648810127415

Table 3: School Description and Mission Statement (School Year 2021–2022)

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™). 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™* 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™* is the concept that learning and language are inextricably linked. *Taking Charge™* 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 2020-2021)

Our mission is to empower people with special needs 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 the community 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™ 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 anytime. Parents are welcomed and encouraged to volunteer on the Westmoreland Campus. A Parent Meeting is held the 1st of every 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 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	1
Grade 3	0
Grade 4	5
Grade 5	1
Grade 6	10
Grade 7	12
Grade 8	11
Grade 9	9
Grade 10	9
Grade 11	11
Grade 12	7
Grade-T1	7
Grade-T2	12
Grade-T3	4
Grade-T4	4
Total Enrollment	103

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	24
Male	76
Non-Binary	0
American Indian or Alaska Native	1.09
Asian	10.87
Black or African American	8.70
Filipino	2.17
Hispanic or Latino	40.22
Native Hawaiian or Pacific Islander	N/D
Two or More Races	N/D
White	28.26
English Learners	21.74
Foster Youth	N/D
Homeless	N/D
Migrant	N/D
Socioeconomically Disadvantaged	31.52
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 2020–2021)

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

**Table 7: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA) (School Year 2020–2021)**

Authorization/Assignment	Number
Permits and Waivers	2
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA) (School Year 2020–2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	10
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2020–2021)

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

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

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [DPL]

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 11: School Facility Conditions and Planned Improvements

Westmoreland Academy – 5 and 6 Westmoreland Place, Pasadena

Westmoreland Academy a school for special needs children with autism, ages 5 – 22. The campus consists of 2 buildings, with several classrooms per building. There are approximately 86 students total with a faculty and support staff of approximately 70 employees.

During our visit, we observed employees following the company’s established COVID protocols for social distance, face mask adherence, hand sanitizing practices and disinfecting sites where children interaction takes place. Housekeeping practices were good. The premises were very clean and well maintained. Carpeting and floor surfaces were in good condition, lighting was adequate and well maintained, and social distancing floor markings are used in the reception area with temperature attestations and hand sanitizing stations located at the entrance.

The blacktop surface between the modular classrooms and the main buildings has a lot of cracks and holes that present a hazard to both the students and faculty. Although these cracks and holes are patched and filled to reduce the trip and fall exposure, this area needs to be resurfaced. As we discussed, you do have this as a facility action item, and the company is funding to get this done.

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 assessments for 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.
- **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 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
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

Note: 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.

Note: 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.

**Table 15: 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 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/D	N/D	0	100	N/D
Female	N/D	N/D	0	100	N/D
Male	N/D	N/D	0	100	N/D
American Indian or Alaska Native	N/D	N/D	0	100	N/D
Asian	N/D	N/D	0	100	N/D
Black or African American	N/D	N/D	0	100	N/D
Filipino	N/D	N/D	0	100	N/D
Hispanic or Latino	N/D	N/D	0	100	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	0	100	N/D
Two or More Races	N/D	N/D	0	100	N/D
White	N/D	N/D	0	100	N/D
English Learners	N/D	N/D	0	100	N/D
Foster Youth	N/D	N/D	0	100	N/D
Homeless	N/D	N/D	0	100	N/D
Military	N/D	N/D	0	100	N/D
Socioeconomically Disadvantaged	N/D	N/D	0	100	N/D
Students Receiving Migrant Education Services	N/D	N/D	0	100	N/D
Students with Disabilities	N/D	N/D	0	100	N/D

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 16: 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 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/D	N/D	0	100	N/D
Female	N/D	N/D	0	100	N/D
Male	N/D	N/D	0	100	N/D
American Indian or Alaska Native	N/D	N/D	0	100	N/D
Asian	N/D	N/D	0	100	N/D
Black or African American	N/D	N/D	0	100	N/D
Filipino	N/D	N/D	0	100	N/D
Hispanic or Latino	N/D	N/D	0	100	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	0	100	N/D
Two or More Races	N/D	N/D	0	100	N/D
White	N/D	N/D	0	100	N/D
English Learners	N/D	N/D	0	100	N/D
Foster Youth	N/D	N/D	0	100	N/D
Homeless	N/D	N/D	0	100	N/D
Military	N/D	N/D	0	100	N/D
Socioeconomically Disadvantaged	N/D	N/D	0	100	N/D
Students Receiving Migrant Education Services	N/D	N/D	0	100	N/D
Students with Disabilities	N/D	N/D	0	100	N/D

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 17: Local Assessment Test Results in ELA by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/D	N/D	0	100	N/D
Female	N/D	N/D	0	100	N/D
Male	N/D	N/D	0	100	N/D
American Indian or Alaska Native	N/D	N/D	0	100	N/D
Asian	N/D	N/D	0	100	N/D
Black or African American	N/D	N/D	0	100	N/D
Filipino	N/D	N/D	0	100	N/D
Hispanic or Latino	N/D	N/D	0	100	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	0	100	N/D
Two or More Races	N/D	N/D	0	100	N/D
White	N/D	N/D	0	100	N/D
English Learners	N/D	N/D	0	100	N/D
Foster Youth	N/D	N/D	0	100	N/D
Homeless	N/D	N/D	0	100	N/D
Military	N/D	N/D	0	100	N/D
Socioeconomically Disadvantaged	N/D	N/D	0	100	N/D
Students Receiving Migrant Education Services	N/D	N/D	0	100	N/D
Students with Disabilities	N/D	N/D	0	100	N/D

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

Table 18: Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/D	N/D	0	100	N/D
Female	N/D	N/D	0	100	N/D
Male	N/D	N/D	0	100	N/D
American Indian or Alaska Native	N/D	N/D	0	100	N/D
Asian	N/D	N/D	0	100	N/D
Black or African American	N/D	N/D	0	100	N/D
Filipino	N/D	N/D	0	100	N/D
Hispanic or Latino	N/D	N/D	0	100	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	0	100	N/D
Two or More Races	N/D	N/D	0	100	N/D
White	N/D	N/D	0	100	N/D
English Learners	N/D	N/D	0	100	N/D
Foster Youth	N/D	N/D	0	100	N/D
Homeless	N/D	N/D	0	100	N/D
Military	N/D	N/D	0	100	N/D
Socioeconomically Disadvantaged	N/D	N/D	0	100	N/D
Students Receiving Migrant Education Services	N/D	N/D	0	100	N/D
Students with Disabilities	N/D	N/D	0	100	N/D

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only 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.

**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 2019– 2020	School 2020– 2021	District 2019– 2020	District 2020– 2021	State 2019– 2020	State 2020– 2021
Science (grades 5, 8 and high school)	N/D	N/D	0	100	N/D	N/D

Note: 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.

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

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/D	N/D	0	100	N/D
Female	N/D	N/D	0	100	N/D
Male	N/D	N/D	0	100	N/D
American Indian or Alaska Native	N/D	N/D	0	100	N/D
Asian	N/D	N/D	0	100	N/D
Black or African American	N/D	N/D	0	100	N/D
Filipino	N/D	N/D	0	100	N/D
Hispanic or Latino	N/D	N/D	0	100	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	0	100	N/D
Two or More Races	N/D	N/D	0	100	N/D
White	N/D	N/D	0	100	N/D
English Learners	N/D	N/D	0	100	N/D
Foster Youth	N/D	N/D	0	100	N/D
Homeless	N/D	N/D	0	100	N/D
Military	N/D	N/D	0	100	N/D
Socioeconomically Disadvantaged	N/D	N/D	0	100	N/D
Students Receiving Migrant Education Services	N/D	N/D	0	100	N/D
Students with Disabilities	N/D	N/D	0	100	N/D

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

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 2020–2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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 2021–2022)

Due to the current pandemic, parental involvement is restricted to parent meetings designed to foster communication between parents and families. The Parents of Westmoreland Students committee is a parent lead group dedicated to helping the school through fund raising and collaboration between parents and school staff

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018– 2019	School 2019– 2020	School 2020– 2021
Dropout Rate	0	0	0
Graduation Rate	100%	100%	100%

**Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	100
Female	0	0	100
Male	4	3	75
Non-Binary	0	0	100
American Indian or Alaska Native	0	0	100
Asian	0	0	100
Black or African American	0	0	100
Filipino	0	0	100
Hispanic or Latino	2	1	50
Native Hawaiian or Pacific Islander	0	0	100
Two or More Races	0	0	100
White	2	2	100
English Learners	1	0	0
Foster Youth	N/D	N/D	N/D
Homeless	N/D	N/D	N/D
Socioeconomically Disadvantaged	0	0	N/D
Students Receiving Migrant Education Services	N/D	N/D	N/D
Students with Disabilities	4	3	75

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>.

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
(data collected between July through June, each full school year respectively)**

Rate	School 2018– 2019	School 2020– 2021
Suspensions	0	3
Expulsions	0	0

Note: 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.

**Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019– 2020
Suspensions	0
Expulsions	0

Note: 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.

**Table 32: School Safety Plan (School Year 2021–2022)
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 after shocks. **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 enroute 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. Missing means "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". Only after 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 released by whoever is in charge in the parking lot. During practice drills, The Attendance Team will release you. DO NOT 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

Equipment Needed

- | | | |
|----------------|-------------------------|----------------------|
| 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

EQUIPMENT/SUPPLIES

- | | |
|---|------------------------------------|
| 1. Battery operated radio [#] | 21. 2 Rolls toilet tissue |
| 2. Two-way radios (3) - whistles (6) | 22. 5, 5-gallon plastic trash bags |
| 3. Bullhorns | 23. Metal cups |
| 4. Rope to cordon off areas | 24. Space blankets |
| 5. Ground cloths (6) | 25. Ground cloths |
| 6. First Aid Kit | 26. Toys, games, cards, etc. |
| 7. Duffel bags (12) | |
| 8. CO ₂ 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 | |

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

Optional

Sunvisors

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 33: Average Class Size and Class Size Distribution
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K-5	5	2	0	0
6-8	10	2	0	0
9-12	7	2	0	0
Trans	10	2	0	0

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

*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 40: Student Support Services Staff (School Year 2020–2021)

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

*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 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application 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 Web Application. 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.

Due to complications from the country wide pandemic, State Testing was not completed for the 2020-2021 academic school year. Statewide testing is expected to resume in the 2021-2022 school year provided reasonable and safe protocols will allow for testing.