

Westlake Elementary School

1000 High St. • Santa Cruz, CA 95060-2596 • (831) 429-3878 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Santa Cruz City Schools

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Educational Services**

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**Assistant Superintendent
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**Assistant Superintendent
Human Resources**

School Description

Welcome to Westlake Elementary School, home of the Wildcats. Westlake is dedicated to educating the whole child through a comprehensive visual and performing arts program, including visual arts, music, dance, and theater for students in kindergarten through fifth grade. Programs are made possible by parcel taxes and PTA donations. Westlake Elementary School is known throughout the Santa Cruz area for its ongoing commitment to excellence. This rich tradition and reputation is possible due to the hard work of a dedicated and talented staff, the full participation of parents, and community involvement.

Westlake Elementary School is located on the northwest side of Santa Cruz, California, near the campus of the University of California at Santa Cruz (UCSC). In the academic year 2018-2019, approximately 550 students were registered for transitional kindergarten through fifth grades.

In order to improve our student achievement, we have provided staff with assessment information of their current students. The most informative achievement data for classroom teachers are the literacy and math assessments that are administered three times a year. With this information, teachers are able to identify areas for improvement and set targets for academic achievement. Teachers work together in grade level teams and as a whole staff on continuous school improvement.

A positive school climate is an ongoing focus for Westlake. The Positive Behavior Instruction Systems (PBIS) program includes the four Wildcat Ways school expectations: Be Safe, Be Respectful, Be Responsible, and Do Your Personal Best. There are also specific procedures, routines and rules for all areas of the school. Positive behavior is reinforced through Cool Cat tickets. They can be redeemed for items from the student store and popcorn on Fridays. The Second Step program is taught TK-5 and the units of study are: skills for learning, problem solving, emotion management and empathy. Together these programs help create a safe, orderly and positive learning environment.

Westlake is dedicated to providing an enriched learning experience. Students participate in the science fair, county spelling bee, county math league and county author's fair. Monthly Bike to School Day events are held in addition to the countywide events in the spring and fall. PTA sponsored enrichment activities include math club, Lego robotics, guitar, sports, young scientist program, and lunchtime chess.

About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	108
Grade 1	74
Grade 2	87
Grade 3	93
Grade 4	87
Grade 5	106
Total Enrollment	555

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	5.9
Filipino	0.0
Hispanic or Latino	20.4
Native Hawaiian or Pacific Islander	0.0
White	62.0
Socioeconomically Disadvantaged	22.7
English Learners	7.2
Students with Disabilities	13.9
Foster Youth	0.5

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

Teacher Credentials			
Westlake Elementary School	16-17	17-18	18-19
With Full Credential	36	35	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Westlake Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: November 16, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka - Great Minds Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS - Delta Education Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History & Social Science - Pearson Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Westlake opened in 1960 and sits on a 10 acre lot in Santa Cruz's upper west side neighborhood and shares a property line with the University of California at Santa Cruz. Westlake's day and night custodians keep the facilities clean. Each classroom is vacuumed every other day and restrooms are cleaned daily. Landscaping and grounds staff maintain the fields and landscaping.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	RM 25: WHITE BOOKCASE NEEDS TO BE ANCHORED CKC B: TALL CABINET NEEDS TO BE ANCHORED RM 33: RED BOOKCASE NEEDS TO BE ANCHORED, BOOKCASE IN RESTROOM NEEDS TO BE ANCHORED RM: 32: BOOKCASE IN RESTROOM NEEDS TO BE ANCHORED, MINI FRIDGE ON COUNTER TOP RM 28: CABINETS NEED TO BE ANCHORED RM 29: CABINETS NEED TO BE ANCHORED RM 30: BOOKCASES AND BOOKSHELVES NEED TO BE ANCHORED RM 18: FOUR BOOKCASES NEED TO BE ANCHORED RM 16: TALL BROWN BOOKCASE NEEDS TO BE ANCHORED RM 15: METAL BOOKRACK NEEDS TO BE ANCHORED RM 27 : METAL SHELVING AND BROWN BOOKCASE NEED TO BE ANCHORED RM 9: WHITE BOOKCASE NEEDS TO BE ANCHORED RM 7: GREEN AND BLUE BOOKCASE NEEDS TO BE ANCHORED RM 16: BLACK SHELF NEEDS TO BE ANCHORED RM 10: TALL BOOKCASE NEAR THE DOOR NEEDS TO BE ANCHORED UPPER HALLWAY: ALL BOOKCASES AND METAL CABINET NEED TO BE ANCHORED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	RM 22: STAINED CEILING PANELS
Electrical: Electrical	Fair	RM 22: STRIPPED PHONE WIRES ON THE WALL RM 25: SOME LIGHTS ARE OUT, PHONE JACK BOX HANGING OFF THE WALL CKC A: SOME LIGHTS ARE OUT CKC B: SOME LIGHTS ARE OUT RM 28: SOME LIGHTS ARE OUT RM 29: SOME LIGHTS ARE OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 24: FAUCET LEAKS CKC A: WATER FOUNTAIN AND FAUCET HAVE LOW PRESSURE CKC B: SINK DRAINS SLOW RM 33: SINK DRAINS SLOW RM 32: SINK DRAINS SLOW RM 2: FOUNTAIN VOLUME VERY LOW RM 7: FOUNTAIN VOLUME VERY LOW

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	RM 22: CLEANING PRODUCTS UNDER THE SINK RM 24: CLUTTER, CLEANING PRODUCTS UNDER THE SINK CKC A: FIRE EXTINGUISHER MISSING SIGNATURES CKC B: FIRE EXTINGUISHER MISSING SIGNATURES RM 28: CLUTTER ON TOP OF CABINETS RM 29: FIRE EXIT IS BLOCKED WING LOWER HALLWAY: FIRE EXTINGUISHER NOT SIGNED K 20: FIRE EXTINGUISHER NEEDS TO BE HUNG LIBRARY: FIRE EXTINGUISHER NEEDS TO BE MOVED TO THE DOOR BRIDGE TO KINDER: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 17: ITEMS STACKED ON SHELVES RM 16: FIRE EXTINGUISHER NEEDS TO BE SIGNED UPPER HALLWAY: FIRE EXTINGUISHER NEEDS TO BE SIGNED
Structural: Structural Damage, Roofs	Good	RM 32: DOOR DOESN'T CLOSE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	71.0	71.0	53.0	50.0	48.0	50.0
Math	63.0	60.0	45.0	42.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested 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: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.9	28.7	49.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	277	97.54	70.91
Male	157	151	96.18	59.73
Female	127	126	99.21	84.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	60.00
Hispanic or Latino	55	54	98.18	47.17
White	183	178	97.27	79.66
Two or More Races	28	28	100.00	67.86
Socioeconomically Disadvantaged	58	57	98.28	43.86
English Learners	33	31	93.94	54.84
Students with Disabilities	47	45	95.74	31.82
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

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.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	279	98.24	60.22
Male	157	153	97.45	57.52
Female	127	126	99.21	63.49
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	66.67
Hispanic or Latino	55	55	100	36.36
White	183	179	97.81	66.48
Two or More Races	28	28	100	64.29
Socioeconomically Disadvantaged	58	57	98.28	36.84
English Learners	33	32	96.97	40.63
Students with Disabilities	47	45	95.74	26.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities for parental involvement at Westlake. Parents are encouraged to volunteer in their child's classroom and at PTA events. There are numerous events throughout the school year that are run by parent volunteers with the support of the Westlake PTA. There are also a few school committees that parents can participate on including Site Council, English Learner Advisory Council, Arts, and the PTA Executive Board. Parents are also encouraged to bring their creative ideas to the principal and PTA. All parents are encouraged to get and stay involved in their child's education. Parents can contact the school office for more information on ways to get involved.

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.

School Safety Plan

Westlake provides a safe, supportive, and caring school environment. The School Safety Plan is revised annually at the beginning of the school year and monitored by the School Site Council. Staff participate in monthly safety meetings and online training. We hold fire, earthquake, and lockdown drills regularly. Each room is equipped with a disaster and first aid kit. Yard duty and teachers supervise school grounds before school, during recess, and at lunch periods. We send a copy of school rules home in the student folders at the beginning of the school year, review them twice a school year at expectation rotations, and reinforce them regularly in the classroom. We use programs that develop students' sense of safety in class and on the playground, including Positive Behavior Instruction Systems (PBIS) and Second Step Curriculum for Social Skills and Academic Success. Visitors to Westlake are required to sign in at the office and receive an identification badge.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.0	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.3	0.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.8
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	1.6
Other	1
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	22	20		1	1	4	4	5			
1	24	22	22				4	3	3			
2	22	23	22				4	4	4			
3	22	23	23				5	4	4			
4	31	27	28				2	3	3	1		
5	31	25	26		1		3	4	4			
Other	10	6	6	2	1	1						

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

Professional Development provided for Teachers

The ongoing focus of professional development in 2016-17, 2017-18 and 2018-19 is the Common Core Standards for Math and students math achievement. A second focus is Integrated ELD and the use of accountable talk strategies during instruction. There is one annual professional development day held districtwide before the start of the school year. There are monthly follow up sessions facilitated by staff members identified best practices in Math instruction and facilitated collaboration. Teacher teams were provided four release days during the year for planning. Individual teachers were also provided one day per year for peer observations.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In the 2017-18 school year, supplemental funds were provided to the school through the Local Control Accountability Plan via Local Control Funding Formula. Funds were used to: hire paraprofessionals to work with English learners, in the reading intervention program, provide classroom supplies, and substitutes for professional development.

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,783	\$1,172	\$5,611	\$66,598
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-8.2	-8.9
Percent Difference: School Site/ State			-14.6	

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.