

Westlake Elementary School

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

Clyde Curley, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Cruz City Schools

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School Description

A Message from the Principal: 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. Ensuring all students achieve in reading and writing was a focus of the 2013-14 school year. Any students achieving below grade level in reading received additional instruction in small groups from our kindergarten teachers. Writing was the focus of our staff's monthly professional development and supported our implementation of Writer's Workshop.

Promoting a positive school climate was also a focus of the 2013-14 school year. The staff implemented Positive Behavior Intervention Systems (PBIS) schoolwide in 2012-13. Schoolwide expectations, rules and incentives supported a positive learning environment.

Major Achievements

Westlake is committed to academic excellence. All student groups continued to make steady improvement on the California Standards Tests. Our most recent Academic Performance Index (API) was 929. Academic achievement can be attributed to the rigorous academic environment.

Students in the 2013-14 school year participated in the science fair, county spelling bee, county math league and author's fair. Bike to School Day in the spring and fall, with over 200 participants, promoted environmental stewardship and alternative transportation.

Enrichment activities included math, Lego robotics, art, science, and chess.

Focus for Improvement

In 2013-14, Westlake focused on goals in language arts and math. Each grade level set performance goals for students to score Proficient or Advanced on the California Standards Tests and meet benchmarks on local assessments in language arts and math. Student progress is reviewed three times a year to measure the effectiveness of the instructional program. Students who are not progressing receive reading intervention. Grade levels meet monthly to monitor student performance.

Our academic focus is the achievement of our students. Continuous improvement included goal setting and regular monitoring at each trimester. We focused on closing the achievement gap for those students from underrepresented populations, such as socioeconomically disadvantaged students, English Learners, and students with disabilities. All students are challenged to achieve at high levels.

Leadership

This is Clyde Curley's eighth year as principal at Westlake. Clyde completed his master's degree in teaching from UC Santa Cruz and master's in educational leadership from San Jose State.

Leadership is shared among staff, students, parents, and administration. We have leadership representatives at each grade level and a separate instructional leadership team focused on staff development. We also have an Arts Committee, School Site Council (SSC), PBIS Team and PTA.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 429-3878.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	108
Gr. 1	106
Gr. 2	100
Gr. 3	94
Gr. 4	118
Gr. 5	111
Total	637

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.8
Asian	9.3
Filipino	0.6
Hispanic or Latino	17.7
Native Hawaiian/Pacific Islander	0.3
White	65.8
Two or More Races	3.6
Socioeconomically Disadvantaged	18.1
English Learners	8.3
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	12-13	13-14	14-15
Fully Credentialed	38	35	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	◆	◆	36
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Westlake Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.04	0.96
High-Poverty Schools	98.70	1.30
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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: December 5, 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	EnVision - Pearson Adopted 2008 Investigation - Pearson Adopted 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	FOSS - Delta Education Adopted 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History & Social Science - Pearson Adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2013, solar panels were installed in the parking lot and will provide more than half of all electricity required by the site. In 2012, new backpack racks were added to upper grade classrooms to support safe school and classroom walkways. Playground and safety lines were repainted in the summer of 2009. 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: 12/19/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	Fire extinguishers are not being inspected; two rooms do not have fire extinguishers. Items are being stored on top of tall unsecured cabinets. Items stacked on heater. Electrical box blocked by cabinet.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	91	95	90	72	64	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	85	85	84	60	62	60	54	56	55
Math	86	87	87	67	68	67	49	50	50
HSS							48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	
Similar Schools	6	2	

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.6	23.1	54.8

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	90
Male	85
Female	94
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	71
Native Hawaiian/Pacific Islander	
White	94
Two or More Races	
Socioeconomically Disadvantaged	83
English Learners	
Students with Disabilities	71
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	-10	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	6	-6	
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Get involved! Contact Jennie Darling, PTA President, at (831) 427-1022 or Dorothy Franks, Arts Coordinator, at (831) 429-3878 ext. 203.

To become more involved, please call or visit the school office - (831) 429-3878

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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. We revise our School Safety Plan annually. 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 at an annual assembly, and reinforce them regularly in the classroom. We use programs that develop students' feelings of safety in class and on the playground, including Positive Behavior and Intervention Systems (PBIS) and Second Step Violence Prevention. Visitors to Westlake are required to sign in at the office and receive an identification badge.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.2	0.1	0.3
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	18.5	20	18	6	1	2	0	5	4	0		
Gr. 1	20.8	15	18	5	6	3	0	1	3	0		
Gr. 2	23	18	17	0	1	6	9	4		0		
Gr. 3	20.2	20	19	6	1	1	0	5	4	0		
Gr. 4	30.5	22	24	0	2	1	4	3	4	0		
Gr. 5	30.3	28	22	0	1	1	3	3	4	0		

* 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.

FY 2012-13 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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,696	\$1,303	\$4,393	\$60,320
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-13.6	-8.9
Percent Difference: School Site/ State			-6.3	

Types of Services Funded at Westlake Elementary School

Additional state funds are used to support English Learners and reading intervention.

Professional Development provided for Teachers at Westlake Elementary School

The primary focus of professional development in the 2013-14 school year was Professional Learning Communities (PLCs). The need for this focus was identified from student achievement on local assessment measures. Monthly sessions facilitated by staff members identified best practices in writing instruction and facilitated collaboration. Teacher teams were provided one release day per year for curriculum planning. Individual teachers were also provided one day per year for peer observations.