

Westlake Elementary School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Santa Cruz City Schools

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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 2014-2015, approximately 635 students were registered for 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 Intervention 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 K-5 and students learn 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 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/>.
- 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/guardians and community members should contact the school at (831) 429-3878 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	118
Grade 1	95
Grade 2	113
Grade 3	95
Grade 4	88
Grade 5	121
Total Enrollment	630

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	8.9
Filipino	0.5
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	0.3
White	62.4
Two or More Races	4.8
Socioeconomically Disadvantaged	17
English Learners	9.2
Students with Disabilities	10.5
Foster Youth	0.6

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	13-14	14-15	15-16
With Full Credential	35	36	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Cruz City Schools	13-14	14-15	15-16
With Full Credential	♦	♦	32
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Westlake Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2014-15 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	96.0	4.0
Districtwide		
All Schools	98.0	2.0
High-Poverty Schools	98.7	1.4
Low-Poverty Schools	96.0	4.0

* 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 2015-16)

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	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	EnVision - Pearson Adopted 2008 Investigation - Pearson Adopted 2008 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%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2014, the parking lot and playground were resealed. Also, colorful learning stencils and paint were added to the playgrounds. In 2013, solar panels were installed in the parking lot and will provide almost half of all electricity required by the site. In 2012, new backpack racks were added to classrooms to support safe school and classroom walkways. 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: 11/16/15				
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. Several bulbs need to be replaced.
Structural: Structural Damage, Roofs		X		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/16/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	72	54	44
Math	69	46	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	95	89	85	64	66	66	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.80	26.10	52.30

* 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.

2014-15 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	85
Male	80
Female	92
Black or African American	--
American Indian or Alaska Native	--
Asian	100
Filipino	--
Hispanic or Latino	80
Native Hawaiian or Pacific	--
White	85
Two or More Races	--
Socioeconomically Disadvantaged	55
English Learners	--
Students with Disabilities	76
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	94	91	96.8	12	20	20	48
	4	92	90	97.8	12	20	27	40
	5	122	117	95.9	7	13	38	42
Male	3		46	48.9	15	26	15	43
	4		41	44.6	10	29	27	34
	5		62	50.8	10	21	32	37

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		45	47.9	9	13	24	53
	4		49	53.3	14	12	27	45
	5		55	45.1	4	4	45	47
Black or African American	3		1	1.1	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	0.8	--	--	--	--
American Indian or Alaska Native	3		2	2.1	--	--	--	--
	5		2	1.6	--	--	--	--
Asian	3		7	7.4	--	--	--	--
	4		12	13.0	8	17	25	50
	5		12	9.8	0	8	25	67
Filipino	5		2	1.6	--	--	--	--
Hispanic or Latino	3		15	16.0	13	40	20	27
	4		20	21.7	20	20	30	30
	5		15	12.3	13	20	40	27
Native Hawaiian or Pacific Islander	5		1	0.8	--	--	--	--
White	3		63	67.0	13	19	17	51
	4		50	54.3	12	20	26	40
	5		83	68.0	6	12	42	40
Two or More Races	3		3	3.2	--	--	--	--
	4		5	5.4	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		11	11.7	9	45	27	18
	4		15	16.3	20	33	33	13
	5		17	13.9	24	12	53	12
English Learners	3		4	4.3	--	--	--	--
	4		3	3.3	--	--	--	--
	5		4	3.3	--	--	--	--
Students with Disabilities	3		12	12.8	25	42	8	25
	4		10	10.9	--	--	--	--
	5		18	14.8	33	17	39	11
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	94	91	96.8	13	13	35	38
	4	92	90	97.8	4	33	36	27
	5	122	118	96.7	8	22	30	40
Male	3		46	48.9	15	13	30	41
	4		41	44.6	2	34	34	29
	5		64	52.5	11	19	33	38
Female	3		45	47.9	11	13	40	36
	4		49	53.3	6	33	37	24
	5		54	44.3	6	26	26	43
Black or African American	3		1	1.1	--	--	--	--
	4		2	2.2	--	--	--	--
	5		1	0.8	--	--	--	--
American Indian or Alaska Native	3		2	2.1	--	--	--	--
	5		2	1.6	--	--	--	--
Asian	3		7	7.4	--	--	--	--
	4		12	13.0	0	8	50	42
	5		12	9.8	8	17	8	67
Filipino	5		2	1.6	--	--	--	--
Hispanic or Latino	3		15	16.0	33	13	27	27
	4		20	21.7	10	45	40	5
	5		16	13.1	6	44	19	31
Native Hawaiian or Pacific Islander	5		1	0.8	--	--	--	--
White	3		63	67.0	10	14	41	35
	4		50	54.3	4	36	32	28
	5		83	68.0	8	19	35	37
Two or More Races	3		3	3.2	--	--	--	--
	4		5	5.4	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		11	11.7	36	9	27	27
	4		15	16.3	0	73	27	0
	5		18	14.8	17	33	28	22

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		4	4.3	--	--	--	--
	4		3	3.3	--	--	--	--
	5		6	4.9	--	--	--	--
Students with Disabilities	3		12	12.8	33	17	25	25
	4		10	10.9	--	--	--	--
	5		19	15.6	26	26	32	16
Students Receiving Migrant Education Services	3		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 Anna Turner, PTA President, at (415) 706-6696 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' sense of safety in class and on the playground, including Positive Behavior Intervention 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	2012-13	2013-14	2014-15
Suspensions Rate	0.15	0.30	0.46
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.32	0.16	0.41
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2015-2016
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	19	21		2	1	5	4	5			
1	20	21	23	4	2		1	3	4			
2	22	19	22		5		4		5			
3	23	23	23				5	4	4			
4	25	29	29	1			3	4	3			
5	32	27	25			1	4	4	4			
Other	6	11		1	1							

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	.6
Social Worker	.2
Nurse	.25
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1
Other	0
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.

Professional Development provided for Teachers

The focus of professional development in 2014-15 was Number Talks and 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 math instruction and facilitated collaboration. Teacher teams were provided one release day per year for planning. Individual teachers were also provided one day per year for peer observations.

FY 2013-14 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 2014-15 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 learning assistants to work with English learners, in the Walk to Read 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,991	\$1,132	\$4,859	\$72,593
District	♦	♦	\$5,132	
State	♦	♦	\$5,348	
Percent Difference: School Site/District			-5.3	-8.9
Percent Difference: School Site/ State			-9.1	

* Cells with ♦ do not require data.