



Westlake Elementary School

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

Clyde Curley, Principal

ccurley@sccs.net

2011-12 School Accountability Report Card Published During the 2012-13 School Year

Santa Cruz City Schools

405 Old San Jose Rd.

Soquel, CA 95073

(831) 429-3410

www.sccs.santacruz.k12.ca.us

District Governing Board

Ken Wagman

Deborah Tracy-Proulx

John T. Collins II

Steve Trujillo

Sheila Coonerty

Cynthia Hawthorne

Patricia Threet

District Administration

Gary S. Bloom

Superintendent

Alvaro Meza

Assistant Superintendent

Business Services

Kris Munro

Assistant Superintendent

Educational Services

Karen Hendricks

Assistant Superintendent

Human Resources

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. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (831) 429-3878.

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 art, music, dance, and theater for kindergarten through fifth grade. These programs are made possible through the fund-raising efforts of our generous PTA.

Ensuring all students achieve in reading and writing was a focus of the 2011-12 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 2011-12 school year. Character education has a monthly focus. Every student in the school was recognized for their efforts towards having good character at an awards assembly.

Major Achievements

Westlake is committed to academic excellence. All subgroups continued to make steady improvement on the California Standards Tests. Our Academic Performance Index (API) in 2012 was 929. Academic achievement can be attributed to the rigorous academic environment.

Students in the 2011-12 school year participated in the 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 in 2011-2012 included math, Lego robotics, art, science, and chess.

Focus for Improvement

In 2011-12 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 improve student performance.

The academic focus for 2012–2013 is the achievement of our students. Continuous improvement includes goal setting and regular monitoring at each trimester. We focus on students from under-represented populations, such as socioeconomically disadvantaged students, English Learners, and students with disabilities, to close the achievement gap. All students are challenged to achieve at high levels.

Leadership

This is Clyde Curley’s seventh 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), and PTA.

The leadership team meets to discuss and make decisions about curriculum, school procedures, and policies. Teams at each grade level meet regularly to discuss student achievement, instruction and curriculum. The Arts Committee includes teachers and parents and makes decisions on the programs offered at Westlake. The School Site Council meets regularly to make decisions on the state and federal fund budgets, school goals, and school programs. It consists of parents, teachers, other staff, and administration. The PTA meets monthly, or more often as needed, to discuss support of the school through fund-raising and community building. Parents make up the majority of this group; there are also teacher and administration representatives.

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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	104
Gr. 1	86
Gr. 2	118
Gr. 3	103
Gr. 4	107
Gr. 5	106
Total	624

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	1.4
Asian	8.5
Filipino	0.3
Hispanic or Latino	14.6
Native Hawaiian/Pacific Islander	0.2
White	69.6
Two or More Races	3.5
Socioeconomically Disadvantaged	18.6
English Learners	9
Students with Disabilities	10.1

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	20	20.3	18.5	3	4	6	2	0	0	0	0	0
Gr. 1	19	21.2	20.8	5	6	5	0	0	0	0	0	0
Gr. 2	20	21.7	23	3	7	0	2	0	9	0	0	0
Gr. 3	22	23	20.2	0	0	6	5	9	0	0	0	0
Gr. 4	32	29.4	30.5	0	0	0	3	5	4	0	0	0
Gr. 5	25	28.7	30.3	0	0	0	3	3	3	0	0	0
Other			19.4			56			23			3

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	2.6	1.18	0.0
Expulsions Rate	0.0	0	0.0
District	09-10	10-11	11-12
Suspensions Rate	3.74	1.86	1.47
Expulsions Rate	0.59	0.38	.08

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 No Bullies Allowed, Common Language for Peaceful Conflict Resolution, and Character Counts. Visitors to Westlake are required to sign in at the office and receive an identification badge.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/09/2012

In 2005–2006 we painted and installed a new heating system, new roof, five new rest rooms, and eight new classrooms. To accommodate people with physical disabilities, we installed three elevators. In 2006–2007, a storage unit was purchased and installed and an extractor was purchased to maintain carpets.

Westlake's day and night custodians keep the facilities clean. Each classroom is vacuumed every other day and rest rooms are cleaned daily. Landscaping and grounds staff maintains the fields and landscaping every week. Playground and safety lines were repainted in the summer of 2009.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 been inspected; two rooms do not have fire extinguishers. Items are being stored on top of tall cabinets.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Rooms 1 through 8 have cracks in the ceiling.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	31	39	36
Without Full Credential	0	0	0
Teaching Outside Subject Area		0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	363
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The primary focus of professional development in the 2011-12 school year was writing instruction. 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 planning of curriculum. Individual teachers were also provided one day per year for peer observations.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	0
Districtwide		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	100	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 25 percent or less in the free and reduced price meals program.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,513	\$643	\$4,870	\$53,663
District	♦	♦	\$5,085	58,930
State	♦	♦	\$5,455	
Percent Difference: School Site/District			-4.2	-8.9
Percent Difference: School Site/ State			-10.7	

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	0.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.2
Resource Specialist	1.6
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.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,501	
Mid-Range Teacher Salary	56,337	
Highest Teacher Salary	75,569	
Average Principal Salary (ES)	92,330	
Average Principal Salary (MS)		
Average Principal Salary (HS)		

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Superintendent Salary	155,000	
Percent of District Budget		
Teacher Salaries	34%	%
Administrative Salaries	3%	%

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 8, 2011

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		
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	

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	83	85	85	58	60	62	52	54	56
Math	88	86	87	69	67	68	48	50	51
Science	90	94	91	74	71	72	54	57	60
H-SS							44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	62	68	72	
All Student at the School	85	87	91	
Male	82	88	88	
Female	89	86	96	
Black or African American				
American Indian or Alaska Native				
Asian	97	100		
Filipino				
Hispanic or Latino	65	72	85	
Native Hawaiian/Pacific Islander				
White	88	89	91	
Two or More Races	86	86		
Socioeconomically Disadvantaged	68	66	86	
English Learners	18	64		
Students with Disabilities	67	73	76	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.6	32	34

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	23	9	-10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	28	6	-6
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	10	10	10
Similar Schools	4	6	6

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		60

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	423	1,442	4,664,264
	API-G	928	833	788
Black or African American	Students	6	18	313,201
	API-G		866	710
American Indian or Alaska Native	Students	7	14	31,606
	API-G		808	742
Asian	Students	34	47	404,670
	API-G	977	952	905
Filipino	Students	2	9	124,824
	API-G			869
Hispanic or Latino	Students	52	543	2,425,230
	API-G	832	715	740
Native Hawaiian/Pacific Islander	Students	1	3	26,563
	API-G			775
White	Students	308	764	1,221,860
	API-G	943	905	853
Two or More Races	Students	13	43	88,428
	API-G	939	896	849
Socioeconomically Disadvantaged	Students	65	611	2,779,680
	API-G	829	729	737
English Learners	Students	28	437	1,530,297
	API-G	853	687	716
Students with Disabilities	Students	56	196	530,935
	API-G	803	704	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A