



# Westlake Elementary School

1000 High St. • Santa Cruz, CA 95060-2596 • (831) 429-3878 • Grades K-5  
Clyde Curley, Principal  
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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Santa Cruz City Schools

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#### District Governing Board

Sheila Coonerty  
Cynthia Hawthorne  
Patricia Threet  
Deborah Tracy-Proulx  
Steve Trujillo  
Claudia Vestal  
Ken Wagman

#### District Administration

Gary S. Bloom  
**Superintendent**

Kris Munro  
**Assistant Superintendent  
Educational Services**

Robert Shemwell  
**Assistant Superintendent  
Business 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 2012-13 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/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (831) 429-3878.

### 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. Programs are made possible by parcel taxes and PTA donations.

Ensuring all students achieve in reading and writing was a focus of the 2012-13 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 2012-13 school year. The staff implemented Positive Behavior Intervention Systems (PBIS) school-wide in 2012-13. School-wide 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 Academic Performance Index (API) in 2012 was 929. Academic achievement can be attributed to the rigorous academic environment.

Students in the 2012-13 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 in 2012-2013 included math, Lego robotics, art, science, and chess.

### Focus for Improvement

In 2012-13 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.

The academic focus for 2012–2013 was the achievement of our students. Continuous improvement included goal setting and regular monitoring at each trimester. We focused 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 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.

## 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.	117
Gr. 1	103
Gr. 2	89
Gr. 3	117
Gr. 4	112
Gr. 5	113
<b>Total</b>	<b>651</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	1.2
Asian	9.7
Filipino	0.6
Hispanic or Latino	14.0
Native Hawaiian/Pacific Islander	0.3
White	68.2
Two or More Races	3.7
Socioeconomically Disadvantaged	18.1
English Learners	7.8
Students with Disabilities	11.8

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	20.3	18.5	20	4	6	1	0	0	5	0	0	
Gr. 1	21.2	20.8	15	6	5	6	0	0	1	0	0	
Gr. 2	21.7	23	18	7	0	1	0	9	4	0	0	
Gr. 3	23	20.2	20	0	6	1	9	0	5	0	0	
Gr. 4	29.4	30.5	22	0	0	2	5	4	3	0	0	
Gr. 5	28.7	30.3	28	0	0	1	3	3	3	0	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	1.18	0.0	0.1
Expulsions Rate	0	0.0	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	1.86	1.47	4.4
Expulsions Rate	0	.08	0.8

\* 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 PBIS and Second Step Violence Prevention. Visitors to Westlake are required to sign in at the office and receive an identification badge.

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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:** 01/10/2014

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 back pack 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 (School Year 2013-14)

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
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Many light bulbs are out. Several diffusers are hanging loose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> 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.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

#### Teacher Credentials

Schoolwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	39	36	38
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	♦	♦	132
<b>Without Full Credential</b>	♦	♦	0

#### Teacher Misassignments and Vacant Teacher Positions at this School

Schoolwide	11-12	12-13	13-14
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2012-13 school year was professional learning communities. 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/](http://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
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
<b>All Schools</b>	98.2	1.8
<b>High-Poverty Schools</b>	97.3	2.7
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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.

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	0
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.

## Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,513	\$643	\$4,870	\$53,663
District	♦	♦	\$5,085	
State	♦	♦	\$5,537	
<b>Percent Difference: School Site/District</b>			-4.2	-8.9
<b>Percent Difference: School Site/ State</b>			-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/](http://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/](http://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](http://www.ed-data.org).

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
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/](http://www.cde.ca.gov/ds/fd/cs/).

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

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 instruction 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:** December 5, 2013

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
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>EnVision - Pearson Adopted 2008</p> <p>Investigation - Pearson Adopted 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>FOSS - Delta Education Adopted 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>History &amp; Social Science - Pearson Adopted 2006</p>

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](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	94	91	95	71	72	64	57	60	59
H-SS							48	49	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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	60	67	64	
All Student at the School	84	87	95	
Male	84	88	93	
Female	84	87	98	
Black or African American				
American Indian or Alaska Native				
Asian	90	93		
Filipino				
Hispanic or Latino	69	81	85	
Native Hawaiian/Pacific Islander				
White	86	89	96	
Two or More Races	79	79		
Socioeconomically Disadvantaged	64	76	88	
English Learners	67	76		
Students with Disabilities	66	67		
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/](http://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	12.5	27.9	50.0

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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., 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/](http://www.cde.ca.gov/ta/ac/ap/).

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			

### 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	2010	2011	2012
Statewide	10	10	10
Similar Schools	6	6	2

### Federal Intervention Program (School Year 2013-14)

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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not In PI	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		60.0

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State
All Students at the School	Students	1,436	4,655,989
	API-G	825	790
Black or African American	Students	18	296,463
	API-G	899	708
American Indian or Alaska Native	Students	11	30,394
	API-G	864	743
Asian	Students	51	406,527
	API-G	946	906
Filipino	Students	13	121,054
	API-G	817	867
Hispanic or Latino	Students	544	2,438,951
	API-G	698	744
Native Hawaiian/Pacific Islander	Students	2	25,351
	API-G		774
White	Students	747	1,200,127
	API-G	901	853
Two or More Races	Students	48	125,025
	API-G	901	824
Socioeconomically Disadvantaged	Students	653	2,774,640
	API-G	720	743
English Learners	Students	421	1,482,316
	API-G	662	721
Students with Disabilities	Students	244	527,476
	API-G	681	615

### 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/](http://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	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	N/A