

Westlake Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 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 2019-20, approximately 550 students were registered for transitional kindergarten through fifth grades.

In order to improve our student achievement, we have provided staff with assessment information of their current students. The most informative achievement data for classroom teachers are the local 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 a constant focus for Westlake. The Positive Behavior Instruction Systems (PBIS) program includes the four Wildcat Ways school expectations: Be Safe, Be Respectful, Be Responsible, and Do Your Personal Best. There are also specific procedures, routines and rules for all areas of the school. Positive behavior is reinforced through Cool Cat tickets. They can be redeemed for items from the student store and popcorn on Fridays. The social emotional learning curriculum Second Step is taught TK-5 and the units of study are: skills for learning, problem solving, emotion management and empathy. Together these programs help create a safe, orderly and positive learning environment.

Westlake is dedicated to providing an enriched learning experience. Students participate in the science fair, county spelling bee, county math league and county author's fair. After school enrichment activities include skate dogs, Spanish, Chinese, math club, sports, young scientist program, and lunchtime chess.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	91
Grade 2	79
Grade 3	87
Grade 4	96
Grade 5	86
Total Enrollment	529

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	4.7
Filipino	0.2
Hispanic or Latino	23.3
White	60.3
Two or More Races	10
Socioeconomically Disadvantaged	21.4
English Learners	7.9
Students with Disabilities	15.5
Foster Youth	0.4
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Westlake Elementary	17-18	18-19	19-20
With Full Credential	35	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Cruz City Schools	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at Westlake Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Workshop - Benchmark Education Company Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka - Great Minds Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS - Delta Education Adopted 2017 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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 09/05/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	RM 18: FOUR TALL SHELVES NEED TO BE ANCHORED DOWN RM 16: ONE TALL BOOKSHELF NEEDS TO BE ANCHORED DOWN RM 15: TALL WIRE SHELF NEEDS TO BE ANCHORED DOWN RM 10: TALL SHELF NEEDS TO BE ANCHORED DOWN RM 27: TWO GREY SHELVES NEED TO BE ANCHORED DOWN, WOOD BOOKCASE NEEDS TO BE ANCHORED DOWN RM 28: BOOKSHELF IN BACK CORNER NEEDS TO BE ANCHORED DOWN RM 30: THREE METAL SHELVES, ONE DISPLAY CASE, ONE WOOD BOOKSHELF NEEDS TO BE ANCHORED DOWN RM 9: WHITE BOOKSHELF NEEDS TO BE ANCHORED DOWN RM 1: GREEN BOOKCASE NEEDS TO BE ANCHORED DOWN RM 25: METAL CABINETS NEEDS TO BE ANCHORED DOWN

		RM 33: TALL BLACK SHELF NEEDS TO BE ANCHORED DOWN RM 32: TALL GREY SHELF NEEDS TO BE ANCHORED DOWN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	KINDER 19: LIGHT FIXTURE NOT WORKING KINDER 20: DIFFUSER HANGING IMPROPERLY, ONE LIGHT FIXTURE NOT WORKING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	RM 10: FOUNTAIN NOT WORKING BOYS UPPER RESTROOM: TOILET LEAKS WHEN FLUSHED GIRLS PORTABLE RESTROOM: STALLS ONE, TWO AND THREE LEAK WHEN FLUSHED FROM PIPE BOYS RESTROOM MPR: URINAL DOES NOT FLUSH WELL, NEEDS MORE WATER GIRLS LOWER RESTROOM: HANDICAP TOILET LEAKS WHEN FLUSHED RM 24: FAUCET LEAKS AT BASE
Safety: Fire Safety, Hazardous Materials	Poor	RM 18: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 17: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 16: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 15: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 14: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 13: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 12: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 11: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 10: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 26: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 27: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 28: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 29: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 30: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 31: FIRE EXTINGUISHER NEEDS TO BE SIGNED MPR: FIRE EXTINGUISHER NEEDS TO BE SIGNED KINDER 19: FIRE EXTINGUISHER NEEDS TO BE SIGNED, SPRAY CHEMICALS UNDER SINK KINDER 20: FIRE EXTINGUISHER NEEDS TO BE SIGNED, AND TUBE NEEDS TO BE HUNG RM 9: FIRE EXTINGUISHER NEEDS TO BE SIGNED

		RM 8: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 7: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 5: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 4: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 3: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 2: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 1: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 22: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 23: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 24: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 25: FIRE EXTINGUISHER NEEDS TO BE SIGNED CKC A: FIRE EXTINGUISHER NEEDS TO BE SIGNED CKC B: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 33: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 32: FIRE EXTINGUISHER NEEDS TO BE SIGNED MEDIA RM: FIRE EXTINGUISHER NEEDS TO BE SIGNED
Structural: Structural Damage, Roofs	Good	BOYS UPPER RESTROOM: PARTITION RUSTED AT BOTTOM BOYS RESTROOM MPR: PARTITION BY URINAL RUSTY BOYS LOWER RESTROOM: PARTITION BY URINAL IS RUSTY RM 22: FOUR STAINED CEILING TILES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	RM 15: WINDOW DOES NOT CLOSE BOYS UPPER RESTROOM: DOOR STICKS GIRLS UPPER RESTROOM: DOOR STICKS RM 26: QUIET ROOM NEEDS BLINDS BOYS PORTABLE RESTROOM: DOOR CLOSER NEEDS TO BE ADJUSTED TO CLOSE GIRLS PORTABLE RESTROOM: RAMP NEEDS TO BE RESURFACED RM 28: RAMP NEEDS TO BE RESURFACED MPR: DOOR CLOSER, REAR BY FOOD SERVICE, DOES NOT CLOSE LEFT DOOR RM 24: DOOR CLOSER NEEDS ADJUSTING TO CLOSE RM 25: DOOR STICKS ON RAMP
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	71	76	50	53	50	50
Math	60	69	42	46	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.3	18.1	28.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	254	95.13	75.98
Male	150	143	95.33	66.43
Female	117	111	94.87	88.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	9	60.00	88.89
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.33	52.54
White	168	162	96.43	83.95
Two or More Races	19	19	100.00	78.95
Socioeconomically Disadvantaged	50	48	96.00	52.08
English Learners	27	21	77.78	38.10
Students with Disabilities	53	50	94.34	44.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	259	97.00	68.73
Male	150	145	96.67	66.90
Female	117	114	97.44	71.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	13	86.67	76.92
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.33	47.46
White	168	163	97.02	76.69
Two or More Races	19	19	100.00	73.68
Socioeconomically Disadvantaged	50	49	98.00	44.90
English Learners	27	26	96.30	50.00
Students with Disabilities	53	50	94.34	44.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Westlake provides a safe, supportive, and caring school environment. The School Safety Plan is revised annually at the beginning of the school year and monitored by the School Site Council. Staff participate in monthly safety meetings and online training. We hold fire, earthquake, and lockdown drills regularly. Each room is equipped with a disaster and first aid kit. Yard duty and teachers supervise school grounds before school, during recess, and at lunch periods. We send a copy of school rules home in the student folders at the beginning of the school year, review them twice a school year at expectation rotations, and reinforce them regularly in the classroom. We use programs that develop students' sense of safety in class and on the playground, including Positive Behavior Instruction Systems (PBIS) and social emotional learning curriculum Second Step 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.8	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	529.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	.3
Other	.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	4		20	1	5		22		4	
1	22		3		22		3		22		4	
2	23		4		22		4		20	4		
3	23		4		23		4		21		4	
4	27		3		28		3		31		3	
5	25	1	4		26		4		22	1	3	
Other**	6	1			6	1			7	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4-6	4-6	4-6

The ongoing focus of professional development in 2016-17, 2017-18 and 2018-19 is the Common Core Standards and student achievement. Specific focus areas in 2017-18 and 2018-19 were Math. In 2019-20 the focus is on English Language Arts and the implementation of our new program. An ongoing focus is Integrated ELD and the use of accountable talk strategies during instruction. There is one annual professional development day held districtwide each school year. There are monthly follow up sessions facilitated by leadership team members to identify best practices in Math instruction and facilitate collaboration. Teacher teams were provided four release days during the year for planning. Individual teachers were also provided one day per year for peer observations.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,637	\$1,942	\$6,696	\$68,324
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.5	-22.3
School Site/ State	-11.4	-19.0

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

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

Types of Services Funded

In the 2018-19 school year, supplemental funds were provided to the school through the Local Control Accountability Plan via Local Control Funding Formula. Funds were used to: hire paraprofessionals to work with English learners, in the reading intervention program, provide classroom supplies, and substitutes for professional development.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Westlake Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Santa Cruz City Schools	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.