

SARC

2015-16
School Accountability
Report Card

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Westlake Charter School

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Grades: K-8
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Westlake Charter School



Principal's Message

Westlake Charter School is a public, tuition-free school located in Sacramento, California. Founded in 2005, the school has become one of the highest-performing schools in Natomas.

What makes Westlake Charter School unique:

- Our curriculum focuses on diversity and appreciation of different cultures
- We promote academic excellence and foreign language appreciation in grades K-5 and foreign language acquisition in grades 6-8
- All of our students receive instruction in art, physical education and Spanish by credentialed teachers in these areas of expertise
- We have small class sizes
- Students feel safe, secure and appreciated, which empowers them to gain a love of learning
- Our lessons are hands-on and designed to meet the diverse learning styles of all students
- Our teachers have a commitment to improving their own expertise
- We integrate technology across all grade levels and use technology as a tool for learning
- After-school intervention is available for students needing extra support
- Our families are involved and serve as partners in their child's education

Parental Involvement

The Westlake Association of Volunteer Explorers (WAVE) consists of parents of the children attending Westlake Charter School. It partners with the school in educating the students about respect, excellence, responsibility, curiosity, confidence, diversity, community and joyful learning.

The WAVE simply offers a structure to connect parents to the volunteer needs of the school. Within this structure there are leadership opportunities that help define and orchestrate parent participation by organizing parents into teams for fundraising, hospitality-community building, communications and parent participation.

WAVE distributes information throughout the school year about current parent-participation opportunities and initiates monthly meetings for parents to share ideas. The WAVE strives to find a place for every parent to participate so not only do our children and the school benefit, but parents also enjoy their experience and are proud of their contributions to the amazing culture of Westlake Charter School.

For more information on how to become involved, please contact Amber Husted, WAVE president at (916) 567-5760.

School Safety

Each year before school starts, the teachers and staff come together for five full days of all staff training. In addition to routine training, the staff and teachers go through fire-drill training, lockdown training, and signs and symptoms of anaphylactic shock and epinephrine auto-injector (e.g., EpiPen) training. All Westlake staff and teachers are CPR certified each year. We perform fire drills each month and lockdown drills every three months. The school works with the district and local authorities to ensure our safety plan is current and accurate. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2016.

Professional Development

Westlake Charter School has early dismissal every Wednesday so that teachers are able to participate in professional-development trainings, workshops, and vertical and horizontal grade-level collaboration time. We have contracted professionals for training on differentiation in the classroom, responsive classroom techniques, and teachers have also attended conferences on Professional Learning Communities and using technology in the classroom to enhance instruction. Teachers are supported during implementation through peer coaching, teacher-principal meetings and student-data reporting using the Northwest Evaluation Association.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Westlake CS	12 days	12 days	12 days



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as Global Citizens.

Westlake Charter School's Core Values

- Respect
- Excellence
- Responsibility
- Gratitude
- Inquisitive
- Joyful Learning
- Global Perspective
- Stewardship
- Perseverance
- Reflective



Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

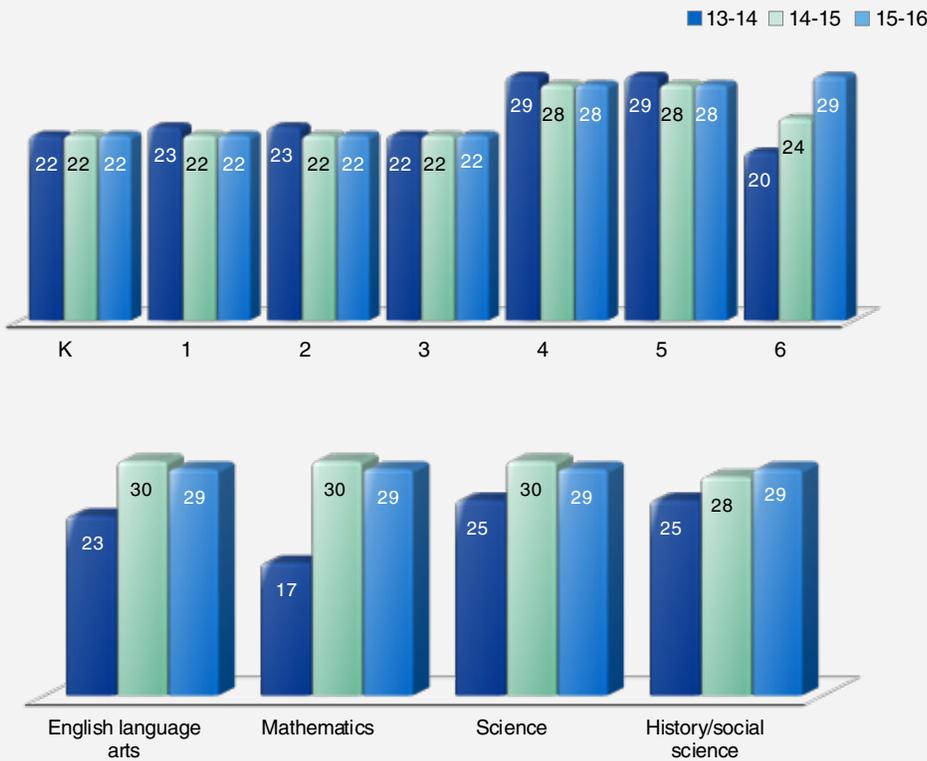
Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2015-16 School Year	
Grade 5	
Four of six standards	16.10
Five of six standards	29.5%
Six of six standards	28.6%
Grade 7	
Four of six standards	13.3%
Five of six standards	22.9%
Six of six standards	34.9%

Average Class Size

Three-Year Data



Number of Classrooms by Size

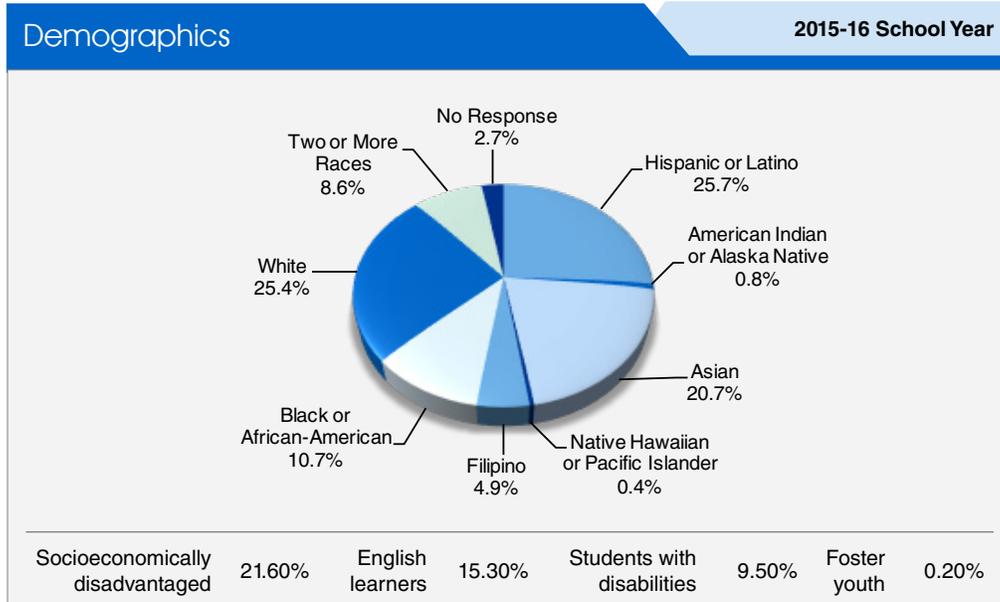
Three-Year Data

Grade	2013-14			2014-15			2015-16		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	4			5			5	
1		5			5			5	
2		5			5			5	
3		3			5			5	
4		3			4			4	
5		3			4			4	
6	11	16		2	15	1		3	
Subject	2013-14			2014-15			2015-16		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	3	3			4	1		3	
Mathematics	5	3			2			3	
Science	1	3	1		4	1		3	
History/social science	2	2	1	1	4	1		3	



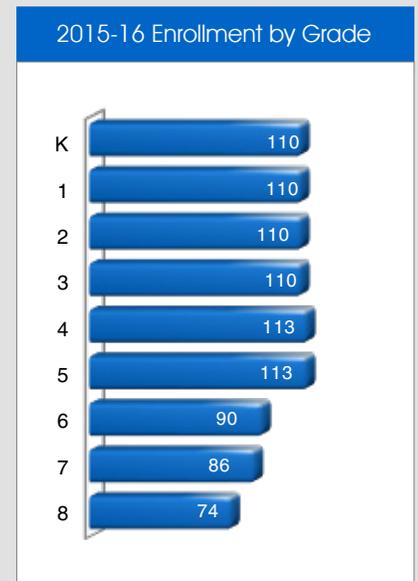
Enrollment by Student Group

The total enrollment at the school was 916 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Westlake CS	Natomas USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2010-2011
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		3
Percentage of schools currently in Program Improvement		50.00%

◇ Not applicable. The school is not in Program Improvement.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Westlake CS			
	13-14	14-15	15-16
Suspension rates	0.0%	1.5%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Natomas USD			
	13-14	14-15	15-16
Suspension rates	5.0%	5.7%	6.6%
Expulsion rates	0.1%	0.1%	0.1%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Westlake CS			Natomas USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	93%	84%	73%	56%	54%	51%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	112	110	98.21%	72.73%	
Male	66	64	96.97%	76.56%	
Female	46	46	100.00%	67.39%	
Black or African-American	11	11	100.00%	54.55%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	24	23	95.83%	65.22%	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	31	31	100.00%	58.06%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	31	30	96.77%	90.00%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	31	30	96.77%	53.33%	
English learners	❖	❖	❖	❖	
Students with disabilities	14	14	100.00%	42.86%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Westlake CS		Natomas USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	61%	63%	42%	43%	44%	48%
Mathematics	56%	58%	33%	35%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Note: CAASPP Test Results for grades 6-8 are not available from the state at this time.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5. Test scores for grades 6-8 are not available from the state at this time.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	109	109	100.00%	64.20%
Male	55	55	100.00%	61.80%
Female	54	54	100.00%	66.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	74.10%
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	54.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	32	100.00%	71.90%
Two or more races	14	14	100.00%	57.10%
Socioeconomically disadvantaged	24	24	100.00%	37.50%
English learners	13	13	100.00%	30.80%
Students with disabilities	11	11	100.00%	45.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	109	109	100.00%	69.70%
Male	55	55	100.00%	72.70%
Female	54	54	100.00%	66.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	81.50%
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	59.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	32	32	100.00%	75.00%
Two or more races	14	14	100.00%	71.40%
Socioeconomically disadvantaged	24	24	100.00%	50.00%
English learners	13	13	100.00%	46.20%
Students with disabilities	11	11	100.00%	63.60%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	113	106	93.80%	58.50%
Male	54	54	100.00%	53.70%
Female	59	52	88.10%	63.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	20	100.00%	65.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	30	93.80%	46.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	27	87.10%	70.40%
Two or more races	16	15	93.80%	73.30%
Socioeconomically disadvantaged	21	21	100.00%	38.10%
English learners	❖	❖	❖	❖
Students with disabilities	14	14	100.00%	57.10%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	113	105	92.90%	59.10%
Male	54	53	98.20%	62.30%
Female	59	52	88.10%	55.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	20	100.00%	75.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	29	90.60%	37.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	27	87.10%	63.00%
Two or more races	16	15	93.80%	73.30%
Socioeconomically disadvantaged	21	21	100.00%	28.60%
English learners	❖	❖	❖	❖
Students with disabilities	14	14	100.00%	50.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	112	112	100.00%	66.10%
Male	66	66	100.00%	69.70%
Female	46	46	100.00%	60.90%
Black or African-American	11	11	100.00%	36.40%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	100.00%	70.80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	31	100.00%	58.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	31	100.00%	71.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	48.40%
English learners	❖	❖	❖	❖
Students with disabilities	14	14	100.00%	42.90%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	112	112	100.00%	44.60%
Male	66	66	100.00%	50.00%
Female	46	46	100.00%	37.00%
Black or African-American	11	11	100.00%	27.30%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	100.00%	50.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	31	31	100.00%	25.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	31	31	100.00%	48.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	22.60%
English learners	❖	❖	❖	❖
Students with disabilities	14	14	100.00%	28.60%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Textbooks and Instructional Materials

Reviewing and adopting textbooks is an ongoing process. Textbooks and supporting curricula are reviewed frequently by teachers and staff. Our curriculum and assessment team works with our staff to pilot and recommend curriculum materials for adoption. Selections are presented at WCS Board meetings. Westlake Charter School also uses a variety of supplemental resources, technology resources and applications to strengthen the curriculum.

The Strategic Design process is used to build curricular units for curricular integration. Teachers use the Common Core State Standards to backward-map assessments and lessons. Teachers use articulation time to develop and enhance curricular units.

The school's leadership team meets monthly to discuss and review needs related to curriculum. They identify professional-development needs, devise committees to investigate challenges or identify enhancements, and they make recommendations to administration after conferring with their grade-level team members.

Textbooks and Instructional Materials List

2016-17 School Year

Subject	Textbook	Adopted
English language arts	Houghton Mifflin Excursions Program (grades K-3): This language arts program balances the need for structured phonemic awareness, phonics, grammar, writing and reading instruction with differentiation and small-group instruction. This program provides a multitude of resources to meet the diverse students in a class.	June 2011
English language arts	Guided Reading/Literacy Circles (grades K-5): Provides every student with reading instruction at his or her own level during small group Guided Reading instruction. Students will also experience literature response, shared reading, partner reading and teachers reading aloud.	N/A
English language arts	Grammar, spelling and conventions (grades 4-5): Explicit instruction in grammar, usage and mechanics through miniature lessons and connections to reading and themes.	N/A
English language arts	6 + 1 Traits of Writing (grades K-5): Writers workshop program teaches students the primary traits that good writers use: ideas, organization, voice, word choice, conventions and presentation. Uses high-quality children's literature to make connections and provide examples of good writing.	June 2009
Mathematics	<i>My Math</i> , McGraw-Hill (K-5): Standards-based state-adopted program that presents math to students in a systematic way while also providing support to struggling learners and challenges advanced students.	N/A
Science	For these science and social science areas, our teachers use the backward-design process to create thematic or Project Based Learning units of study. Each unit is standards-based, and various resources are used to meet our high-achievement expectations.	June 2007
History/social science	For these science and social science curricular areas, our teachers use the backward-design process to create thematic or Project Based Learning units of study. Each unit is standards-based, and various resources are used to meet our high-achievement expectations.	N/A
Spanish	<i>¡Viva el español!</i> and <i>Realidades</i> programs: These programs teach Spanish vocabulary, sentence building and conversational skills. Connections are made to grade-level themes.	N/A
Physical education	Centered on state standards for physical education. Focuses on coordination, balance and movement. Connections are made to grade-level themes.	N/A
Art	Westlake's art program is directed and guided but not limited to the California standards. Students will become versed in the elements of art and become familiar with the artwork of famous artists. Connections are made to grade-level themes.	N/A

★ As a charter school, we have flexibility on our textbook adoptions, which are balanced with state-mandated oversight and accountability.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2016-17 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

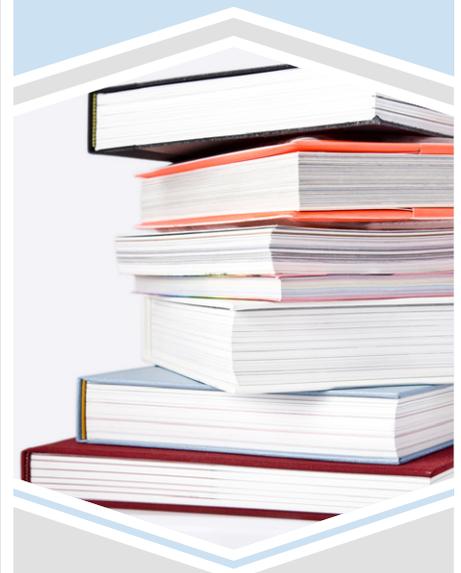
Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2016-17 School Year

Data collection date	★
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"Students feel safe, secure and appreciated, which empowers them to gain a love of learning."

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/10/2016
Date of the most recent completion of the inspection form			8/10/2016



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Types of Services Funded

Our charter school receives funding through the Local Control Funding Formula (LCFF), which we dedicate to instructional programs and supports. As an example, we utilize these funds to administer our Gifted and Talented Education (GATE) cluster program, provide curricular intervention support, and provide assessment materials.



School Facilities

Westlake Charter School currently shares a campus with another school. Looking ahead to the fall of 2017, we are moving into a brand-new 84,000 square foot facility that was purposefully designed using feedback from our students, staff, families and community.

The original school campus dates from the 1950s and is the oldest building the Natomas Unified School District. Through a work-order process, the facility continues to receive ongoing repairs. Modernization has taken place over the past several years, and during the summer of 2013, the school added nine additional portables to the campus to account for current and projected enrollment growth.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Natomas USD	Westlake CS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	◇	46	48	51
Without a full credential	◇	0	0	0
Teaching outside subject area of competence (with full credential)	◇	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Westlake CS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Westlake CS	100.00%	0.00%
All schools in district	95.46%	4.54%
High-poverty schools in district	98.56%	1.44%
Low-poverty schools in district	87.10%	12.90%

◇ Information is not available at this time.

◇ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.5
Library media services staff (paraprofessional)	0.0
Psychologist	1.5
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	2.0
Resource specialist (nonteaching)	0.0
Other	
Office support	5.0
Custodial	2.0
Instructional aides	25.0
Back office support	5.0



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Natomas USD	Similar Sized District
Beginning teacher salary	\$34,503	\$43,821
Midrange teacher salary	\$61,462	\$69,131
Highest teacher salary	\$89,038	\$89,259
Average elementary school principal salary	\$104,719	\$108,566
Average middle school principal salary	\$111,565	\$115,375
Average high school principal salary	\$114,779	\$125,650
Superintendent salary	\$207,000	\$198,772
Teacher salaries: percentage of budget	34%	37%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Westlake CS	\$7,705	\$70,364
Natomas USD	◇	\$68,832
California	\$5,677	\$71,517
School and district: percentage difference	◇	+2.2%
School and California: percentage difference	+35.7%	-1.6%

◇ Information is not available at this time.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$8,270
Expenditures per pupil from restricted sources	\$565
Expenditures per pupil from unrestricted sources	\$7,705
Annual average teacher salary	\$70,364

Expenditures Per Pupil

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.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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