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## Principal's Message

Westlake Charter Middle School is a public, tuition-free school located in Sacramento, California. Founded in 2010-11, the school has become one of the highest-performing middle schools in terms of the Academic Performance Index (API) in Natomas. Our school takes a "whole child" approach to learning, and realizes API scores alone neither demonstrate a successful program nor develop successful students.

With this in mind, our middle school program offers Spanish, physical education, and art instruction to all students separate from our Core Instructional Programs. Similarly, our Core Instructional Programs are derived from a Project-Based Learning model. Learning objectives are integrated across multiple subject areas, fostering a collaborative approach to student development and learning. Further, leveled math courses are offered to students based on their readiness. WCMS is dedicated to maintaining a student-focused, flexible, and adaptable learning environment that is anchored in differentiation and creative learning.

Our program is developed with a balanced approach toward technology. While each student who attends our school uses an iPad to access curriculum and facilitate projects, we prepare students to be successful using technology as a tool in addition to traditional resources.

## School Safety

Each year before school starts, the teachers and staff come together for two 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 and discussed with the school faculty in August 2014.

## 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 our 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 which 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 Middle School.

For more information on how to become involved at the school, please contact WAVE President Nancy Kong-Vasquez at (916) 567-5670 or waveteamlead@gmail.com.

## Professional Development

Westlake Charter Middle School has early dismissal every Wednesday so that teachers are able to participate in professional-development trainings, workshop 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.

For the past three school years, we dedicated several days each year to staff development.

Professional Development Days	Three-year Data Comparison		
	2012-13	2013-14	2014-15
Westlake Charter MS	12 days	12 days	12 days

## Mission Statement

To prepare middle school students with the skills necessary for lifelong learning by providing a physically and emotionally safe learning environment that supports academic risk-taking, invites student participation, and structures cooperative learning experiences. Upon leaving the school at the end of eighth grade, students will be equipped with the following:

- The subject knowledge, skills, and understanding they need to become aware of the world around them
- The personal skills they need to take an active part in the world throughout their lives
- An international mind-set alongside their awareness of their own nationality and culture

## Westlake Charter Middle School's Core Values

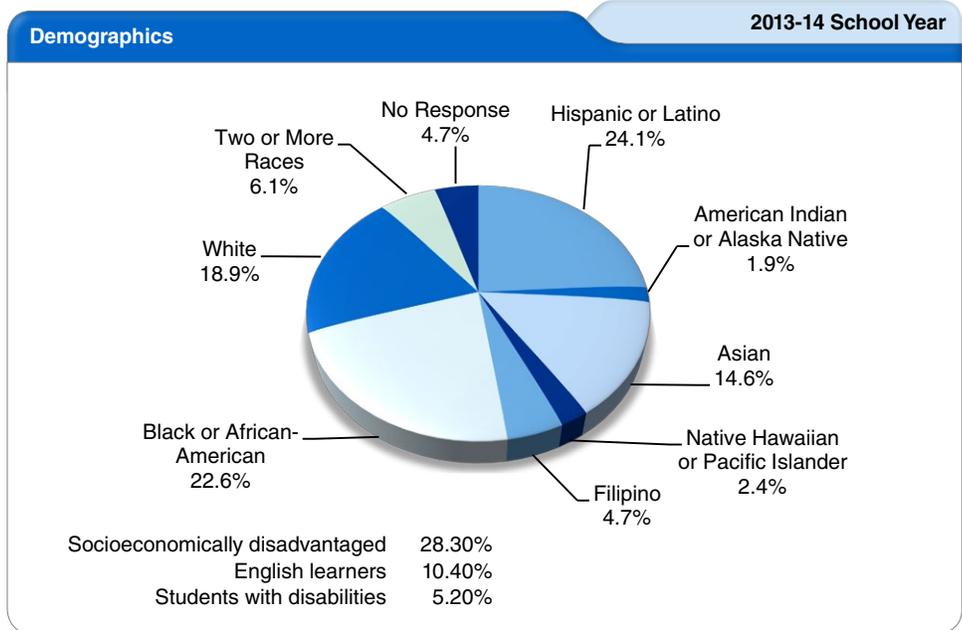
- Respect
- Excellence
- Responsibility
- Reflective
- Global perspective
- Stewardship
- Inquisitive
- Joyful learning
- Gratitude

## 2013-14 School Accountability Report Card — Published during the 2014-15 school year

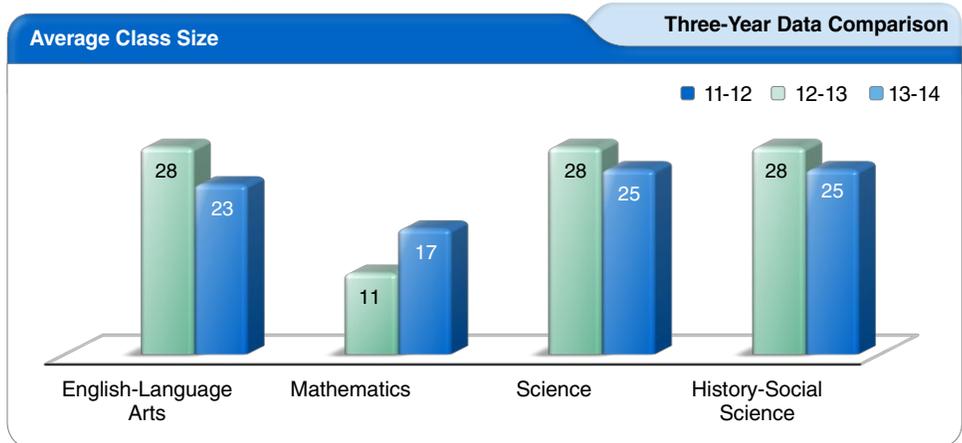
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

### Enrollment by Student Group

The total enrollment at the school was 212 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



### Class Size by Subject



**Number of Classrooms by Size** **Three-Year Data Comparison**

Grade	2011-12			2012-13			2013-14		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		2		12	9		11	16	

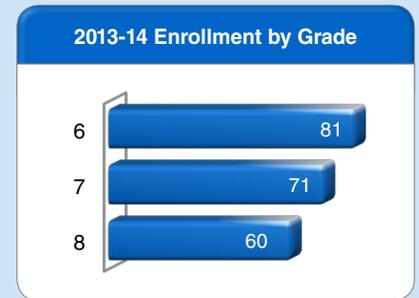
  

Subject	2011-12			2012-13			2013-14		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	⌘	⌘	⌘		2		3	3	
Mathematics	⌘	⌘	⌘	6			5	3	
Science	⌘	⌘	⌘		2		1	3	1
History/social science	⌘	⌘	⌘		2		2	2	1

⌘ The school first opened in the 2011-12 school year and served students in the 6th grade.

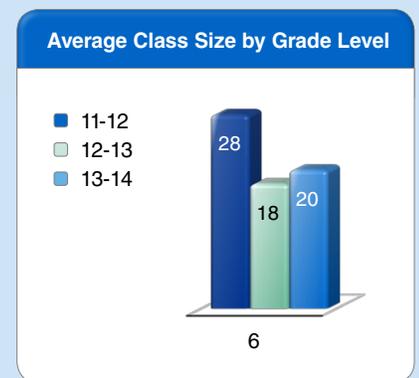
### Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



### Class Size by Grade Level

The bar graph to the left displays the three-year data for average class size by subject and the bar graph below displays average class size by grade level. The table displays the three-year data for the number of classrooms by size.



### 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-serve 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.

### California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Westlake Charter MS			Natomas USD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	⌘	⌘	85%	55%	57%	57%	60%	59%	60%

### California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	57%
All students at the school	85%
Male	91%
Female	75%
Black or African-American	62%
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	100%
Native Hawaiian or Pacific Islander	❖
White	100%
Two or more races	❖
Socioeconomically disadvantaged	79%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

### Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Westlake Charter MS			Natomas USD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	⌘	71%	69%	54%	56%	57%	54%	56%	55%
Mathematics	⌘	55%	55%	45%	46%	45%	49%	50%	50%
History/social science	⌘	⌘	⌘	48%	46%	48%	48%	49%	49%

⌘ The school's first year of operation with enrollment was in 2011-12 and served students in the 6th grade.

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

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	⌘	7	7
Similar Schools API Rank	⌘	*	9

## Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap) for the API information guide and [www.cde.ca.gov/ta/ac/ar/aprfaq.asp](http://www.cde.ca.gov/ta/ac/ar/aprfaq.asp) for information on the changes to API.

## API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Westlake Charter MS – Actual API Change		
	Westlake Charter MS	Natomas USD	California	10-11	11-12	12-13
All students	839	792	790	⌘	⌘	-10
Black or African-American	758	716	707	⌘	⌘	■
American Indian or Alaska Native	❖	728	742	⌘	⌘	■
Asian	898	850	906	⌘	⌘	■
Filipino	❖	858	867	⌘	⌘	■
Hispanic or Latino	813	753	743	⌘	⌘	■
Native Hawaiian or Pacific Islander	❖	778	773	⌘	⌘	■
White	906	859	852	⌘	⌘	■
Two or more races	❖	810	845	⌘	⌘	■
Socioeconomically disadvantaged	799	744	742	⌘	⌘	■
English learners	751	761	717	⌘	⌘	■
Students with disabilities	592	583	616	⌘	⌘	■

⌘ The school's first year of operation with enrollment was in 2011-12, therefore, there is no 2010 or 2011 API rank or API comparison change data.

\* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

■ Data are reported only for numerically significant groups.

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria	2013-14 School Year	
	Westlake Charter MS	Natomas USD
<b>Met overall AYP</b>	**	**
<b>Met participation rate</b>		
English language arts	**	**
Mathematics	**	**
<b>Met percent proficient</b>		
English language arts	**	**
Mathematics	**	**
<b>Met graduation rate</b>	×	×

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2014-15 School Year	
	Westlake Charter MS	Natomas USD
<b>Program Improvement status</b>	◇	In PI
<b>First year of Program Improvement</b>	◇	2010-2011
<b>Year in Program Improvement*</b>	◇	Year 3
<b>Number of schools identified for Program Improvement</b>		4
<b>Percent of schools identified for Program Improvement</b>		100.00%

\*\* For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

× Not applicable. The graduation rate for AYP criteria applies to high schools.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

## 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: aerobic capacity, abdominal strength and endurance, upper-body strength and endurance, body composition, trunk-extensor strength and flexibility, 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](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 7	
Four of six standards	18.60%
Five of six standards	11.90%
Six of six standards	30.50%

## 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	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	Thematic-novel studies: Teachers use thematic instruction and novels to support reading instruction in the middle school grades. The novel content ties into the history themes and is leveled appropriately to match each learner's instructional reading level.	n/a
English language arts	Vocabulary: Westlake Charter Middle uses a variety of resources to support vocabulary development. Along with novel integration, MySatori is used to introduce and support vocabulary instruction. MySatori is an online tutorial and diagnostic vocabulary program for middle school students.	n/a
English language arts	Grammar, spelling, and conventions: 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 and Being a Writer: 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.	n/a
English language arts	Guided Reading/Literacy Circles: 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 teacher read-alouds.	n/a
Mathematics	Pearson Common Core Math: This program is electronically based and provided in an eBook format for our iPads. The content is Common Core standards-based and covers the fundamentals of fractions, decimals, and geometry. Topics also include measurement, graphing concepts, and problem solving.	July 2012
Science	For these curricular areas, our teachers use the backward-design process to create thematic units of study. Each unit is standards-based, and various resources are used to meet our high-achievement expectations. <ul style="list-style-type: none"> <li>• Science FOSS Education: A research-based science curriculum. Students interact with the content in an inquiry-based FOSS (Full Option Science System) environment while focusing on the state standards.</li> <li>• Pearson Science for Middle School</li> <li>• Science CK-12 Earth Science and Life Science for Middle School</li> <li>• CINCH Science</li> </ul>	July 2012
History/social science	History Alive: An interactive resource that allows students to experience the content work collaboratively with each other to master the standards.	n/a
Spanish	¡Viva el español! and Realidades 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, 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

## Textbooks and Instructional Materials

Reviewing and adopting textbooks is an ongoing process. Textbooks and supporting curricula are reviewed every summer by teachers and staff. Our curriculum and assessment coordinator works with our staff to pilot and recommend curriculum materials for adoption. Selections are presented at Westlake Charter School Board meetings. Westlake Charter Middle School also uses a variety of supplemental resources and apps 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.

*Continued on sidebar*

## Textbooks and Instructional Materials

*Continued from the left*

Westlake Charter Middle School is a 1:1 learning environment. Each student is provided the use of an iPad for every class during instruction. Students and families have the option of using the school iPads (which are kept at school at all times), or they can lease a new iPad from the school, which gives students the opportunity to take their iPads home. With the use of an iPad, students receive the resources they need right at their fingertips. Students can read their textbooks, watch interactive lessons, videos, or answer questions from teachers. Creating projects in class is now easier than ever, and students can process classroom material in different and more meaningful ways than ever before. When students arrive in class, getting an iPad is the very first thing they do in class each day. It's one of the most important tools they will use in class to problem solve, create, analyze, and comprehend. In classrooms before, students would need to raise their hand for help if they needed help. Now they can find the answers for themselves, developing an intrinsic value of solving problems for themselves.

One-to-one classrooms at Westlake connect students to other students like never before. Students can collaborate with one another and discuss issues going on in the classroom to take lessons one step further. Students can watch a video about a math lesson, or use Skype to go on a virtual field trip. Having an iPad makes creating a portfolio of learning easy. This connectedness with others in the classroom, school, or around the world creates a bigger learning community than was previously possible.

WCMS values each student and realizes the importance of technology use in the classroom in relation to their community. With the popularity of Project-Based Learning and 1:1 learning programs, WCMS can connect students with real issues that surround their local community.

Students get chances each year to create their own learning project that can help them and others. Whether it is creating their own business, running a local charity, or finding ways to help others around the world, students have many opportunities to use 1:1 technology in the classroom to connect with others.

WCMS is committed to the California Constitution Mandate of making educational activities available to all students without regard to their family's willingness to pay fees or request special waivers.

## School Facilities

Westlake Charter Middle School currently shares a campus with another Natomas Unified School District school while plans are developed and implemented for our new campus. We are looking forward to breaking ground in the near future. The campus we currently share allows for ample space for our program and also for field lessons at the neighboring community park.

The original school campus was built in 1989. Since then, the school has expanded with additional portables. Through a work-order process, the facility continues to receive ongoing repairs. During the yearly inspection in August 2012, the facility was found to be in need of additional repairs.

This school campus has had multiple building and grounds visits. During the summer of 2014, a significant portion of the walkway was repaired, as were the student and staff restrooms. Each classroom and administrative space on this campus runs on a wireless, secure network. Our facilities use agreement with the Natomas Unified School District outlines further growth plans for our campus.

Student safety is a priority at Westlake. Our campus is secured with fencing that is open for morning drop-off and again for student pick-up. Students in grades 6-8 are allowed to walk home with parent consent. At the end of each school day, walk-home students check out at the front office. Teachers lead their students who are picked up each day to the pick-up zone and wait with them until their parents arrive. Students who are not picked up by the end of dismissal are checked into our parent-funded after-school care program Before and After School Explorers (BASE), where they work on homework and participate in indoor and outdoor enrichment activities (weather permitting). Our BASE program is open until 6 p.m. each night, and all students are welcome to attend. Parents must check out their student in order for the student to leave the BASE program.

## 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.

School Facility Good Repair Status		2014-15 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			June 2014
Date of the most recent completion of the inspection form*			n/a

\*NUSD completes the inspection form as the charter school resides in their facilities.

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	No deficiencies reported during the most recent inspection.	
Interior	No deficiencies reported during the most recent inspection.	
Cleanliness	No deficiencies reported during the most recent inspection.	
Electrical	No deficiencies reported during the most recent inspection.	
Restrooms/fountains	No deficiencies reported during the most recent inspection.	
Safety	No deficiencies reported during the most recent inspection.	
Structural	No deficiencies reported during the most recent inspection.	
External	No deficiencies reported during the most recent inspection.	

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	June 2014

## 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/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

## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data Comparison			
	Natomas USD	Westlake Charter MS		
Teachers	14-15	12-13	13-14	14-15
With full credential	457	5.1	9.7	10.5
Without full credential	0	0	0	0
Teaching outside subject area of competence	0	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Westlake Charter MS		
Teachers	12-13	13-14	14-15
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

The No Child Left Behind Act (NCLB) extended ESEA to require 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 competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Westlake Charter MS	100.00%	0.00%
All schools in district	92.68%	7.32%
High-poverty schools in district	92.66%	7.34%
Low-poverty schools in district	92.73%	7.27%

◇ 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	
2013-14 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	0.0
Ratio of students per academic counselor	◇
<b>Support Staff</b>	
	<b>FTE</b>
Social/behavioral or career development counselors	0.50
Library media teacher (librarian)	0.37
Library media services staff (paraprofessional)	0.25 NUSD
Psychologist	0.50
Social worker	0.00
Nurse	0.10 contract
Speech/language/hearing specialist	0.50 contract
Resource specialist (non-teaching)	1.50
<b>Other</b>	
	<b>FTE</b>
Operations manager	0.82
Accounting specialist	0.25
Office support	0.25
Custodial	1.10
Instructional aide	1.85

## Financial Data

The financial data displayed in this SARC is from the 2012-13 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 CDE Current Expense of Education & Per-pupil Spending Web page 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 Web page 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 website at [www.ed-data.org](http://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	2012-13 Fiscal Year	
	Natomas USD	Similar Sized District
Beginning teacher salary	\$31,308	\$41,243
Midrange teacher salary	\$56,088	\$64,893
Highest teacher salary	\$81,252	\$83,507
Average elementary school principal salary	\$94,872	\$103,404
Average middle school principal salary	\$103,203	\$109,964
Average high school principal salary	\$104,138	\$120,078
Superintendent salary	\$176,176	\$183,557
Teacher salaries — percent of budget	41%	40%
Administrative salaries — percent of budget	6%	6%

## 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.

## 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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Westlake Charter MS	\$12,225	\$50,959
Natomas USD	\$5,645	\$65,334
California	\$4,690	\$67,762
School and district — percent difference	+116.6%	-22.0%
School and California — percent difference	+160.7%	-24.8%

## 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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$19,730
Expenditures per pupil from restricted sources	\$7,505
Expenditures per pupil from unrestricted sources	\$12,225
Annual average teacher salary	\$50,959

## Types of Services Funded

Our charter school is provided funding through a categorical block program that we dedicate to instructional programs and supports. As an example, we utilize these funds to administer our Gifted And Talented Education cluster program, provide curricular intervention support, and provide assessment materials.

## 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 Charter MS			
	11-12	12-13	13-14
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Natomas USD			
	11-12	12-13	13-14
Suspension rates	6.5%	5.2%	5.0%
Expulsion rates	0.3%	0.3%	0.1%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcffaqa.asp>.

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.