

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Westlake Charter School

Grades K-8
CDS Code 34-75283-0108860

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Westlake
CHARTER SCHOOL

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Principal's Message

Westlake Charter School (WCS) is a public, tuition-free school located in one of the most diverse school districts in the United States. Founded in 2005, the school has become a centerpiece of innovation within the region.

What makes Westlake Charter School unique:

- Our curriculum focuses on diversity and appreciation of different cultures
- Our full inclusion Special Education practices have been celebrated as exemplary
- We promote a balance of academic and social emotional readiness, foreign language acquisition, and arts integration
- All of our students receive instruction in art, physical education, and Spanish by credentialed teachers in these areas of expertise
- We are committed to small class sizes
- We intentionally focus on a safe classroom culture that promotes personalized learning
- We integrate technology across all grade levels and use technology as a tool for learning
- We provide before- and after-school academic enrichment and intervention Our staff are committed, engaged, and share in the leadership of our school
- Our families are involved and serve as partners in their child's education

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.

Parental Involvement

The Westlake Association of Volunteer Explorers (WAVE) consists of parents of the children attending Westlake Charter School. WAVE partners with the school in educating the students about the Westlake core values.

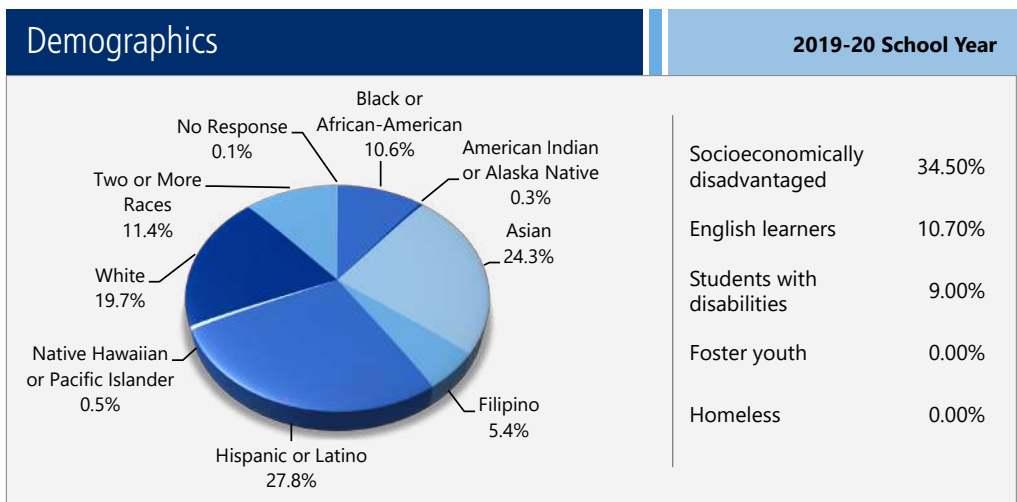
WAVE offers a structure to connect parents to the volunteer needs of the school. Within this structure, there are leadership opportunities that help define and orchestrate parent participation by organizing parents into teams for fundraising, hospitality-community building, communications and parent participation, and family enrichment opportunities. WAVE plays a key role in the development and facilitation of the WCS After-School Clubs program where all clubs are led by parent volunteers as well as family engagement nights such as Bingo Night, Science Night, and Movie Night.

WAVE distributes information throughout the school year about current parent-participation opportunities and initiates monthly meetings for parents to share ideas. 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.

Enrollment by Student Group

The total enrollment at the school was 976 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

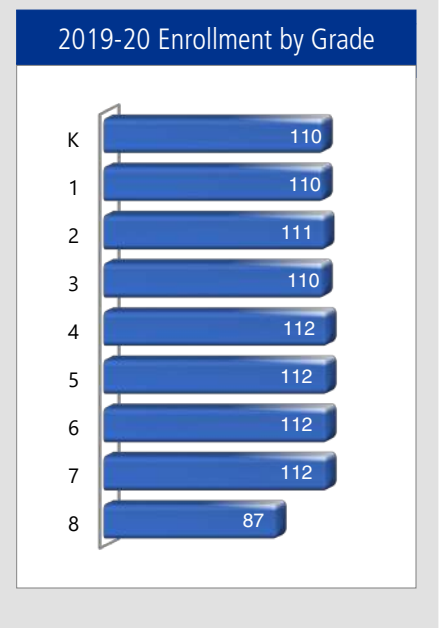
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Board of Directors

- Hope Gawlick, President
- Siân Burman, Vice President/Treasurer
- Nancy Kong-Vasquez, Secretary
- Josh Corell, Community Member
- Shannon Simonds, Community Member
- Jed Wallace, Community Member
- Michelle Gibbons, Community Member
- Vasa Lokteff, WCS Staff Representative
- Ashlee Patel, WCS Staff Representative

Enrollment by Grade

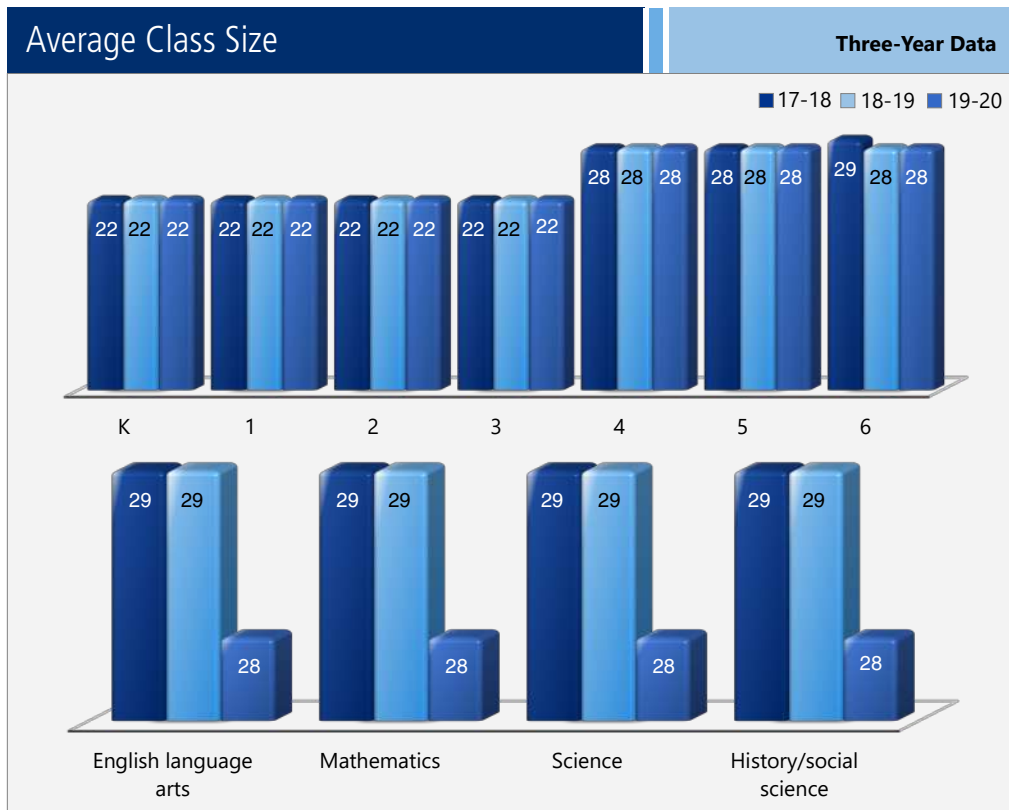
The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.





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.



Number of Classrooms by Size

Three-Year Data

Grade	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5		5				5	
1		5		5				5	
2		5		5				5	
3		5		5				5	
4		4		4				4	
5		4		4				4	
6		3		4				4	

Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		3			7			4	
Mathematics		3			7			4	
Science		3			7			4	
History/social science		3			7			4	

School Vision Statement

As an organization, Westlake Charter School is committed to the growth of our students, our staff, and our partners within the community. To fulfill our mission and demonstrate what is possible, Westlake Charter School will expand our program to serve students through 12th grade beginning with our first freshman class in the fall of 2021.

Westlake Charter School values the leadership principles of transparency and shared decision-making necessary to cultivate a collaborative school culture. Our students learn in collaborative models; our teachers plan in grade-level professional-learning teams; our parents provide immeasurable support through volunteerism; and we share our leadership across all community stakeholders. Collaboration is at the center of everything we do.

We demonstrate readiness through continual growth: every student grows both academically and social-emotionally; every staff member grows professionally; and every stakeholder grows in connectedness within our community. We believe that students are inspired to continually grow when staff are continually growing as well. At Westlake Charter School, growth is both purposeful and organic.

Guided by our four academic educational pillars, we Expand Opportunities by offering a broad course of study purposefully designed to help students explore Our Place in a Global World. Our Teachers as Designers craft opportunities that ensure academic growth. We approach the inclusion of all students through our commitment to Personalization, by using a multi-tiered system of supports to ensure that each student is provided the support they need for as long as it is needed.

It is our belief that the Social-Emotional Readiness of our students is as important as Academic Readiness, and that one cannot be fully developed without the other. Our Core Values offer a roadmap to the social-emotional competencies necessary for our students to lead as global citizens. We demonstrate each of our Core Values through positive decision making, self-awareness, social awareness, and as digital citizens.

We believe that the problems of the 21st century can only be solved by global citizens who embrace inclusion, diversity, equity, and cultural competency. Our Explorers will graduate as truly engaged community members with the academic and social-emotional readiness to lead as global citizens.



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Westlake CS		Natomas USD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
Science	45%	◇	29%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Westlake CS		Natomas USD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	63%	◇	47%	◇	51%	◇
Mathematics	52%	◇	35%	◇	40%	◇

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.

California Physical Fitness Test	2019-20 School Year	
Percentage of Students Meeting Fitness Standards	Westlake CS	
	Grade 5	Grade 7
Four of six standards	◇	◇
Five of six standards	◇	◇
Six of six standards	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics 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: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 CAA 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: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





Textbooks and Instructional Materials

Reviewing and adopting textbooks and instructional materials is an ongoing process. Teachers and staff frequently review textbooks and supporting curricula. Our curriculum director 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 and applications to strengthen the curriculum.

The Backwards Design process is used to build integrated curricular units. Teachers use the Common Core State Standards to backward-map assessments and lessons. Teachers use collaboration and professional learning community time to develop and enhance curricular units.

One of the school's leadership teams, Data and Assessment, meets monthly to discuss and review needs related to curriculum. This time identifies professional-development needs, devise committees to investigate challenges or identify enhancements, and make recommendations to administration after conferring with their grade-level team members.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English Language Arts	Guided Reading/Literacy Circles/Book Clubs (grades K-8): Provides every student with reading instruction at his or her own level during Reading instruction. Students will also experience literature response, shared reading, partner reading and teachers reading aloud.	N/A
	Grammar, spelling and conventions (grades K-8): Explicit instruction in grammar, usage and mechanics through miniature lessons and connections to reading and themes. The Writer's workshop model teaches students the primary traits that good writers use: ideas, organization, voice, word choice, conventions and presentation. Teachers use high-quality children's literature to make connections and provide examples of good writing. (K-8) Foundations is the phonics reading program that is used in K-2 to teach reading foundation skills. NewsELA, RAZKids, Storyworks, Freckle, Lexia are ELA supplemental programs. Our Curriculum and Instruction Director is currently gathering samples and investigating state adopted English Language Arts programs for our K-8 program.	Foundations 2020
Mathematics	My Math, 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. Glencoe Math, McGraw-Hill (6-8): 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.	June 2015
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 NGSS standards.	N/A
History/Social Science	For these 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 California State Standards. History Alive, (TCI) is a Standards-based program that presents history/social science to students in a systematic and engaging way. (5-8).	N/A
Spanish	¡Viva el español! and Realidades programs: These programs teach Spanish vocabulary, sentence building and conversational skills.	N/A
Physical Education	Centered on California state standards for physical education.	N/A

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	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



Quality of Textbooks

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

Quality of Textbooks	
2020-21 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
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2020-21 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/2/2020	
Date of the most recent completion of the inspection form	10/2/2020	

School Facilities

In the fall of 2017, Westlake Charter School moved into a brand-new 84,000-square-foot facility that was purposefully designed using feedback from our students, staff, families and community. This new facility was developed in partnership with the Natomas Unified School District and was locally funded by Bond Measure J, passed by voters in 2016.

The school design team focused on constructing a campus that met the educational philosophy of our school. The team designed the school with the following themes in mind: flexible learning spaces, natural light, indoor and outdoor learning spaces, purposeful collaboration spaces, and dedicated network resources to aid in our 1:1 technology program. The outcome of these efforts is being celebrated daily. Each grade level is a part of a building neighborhood, with dedicated flexible learning rooms, state of the art Wi-Fi technology, ubiquitous natural lighting, and designated collaboration rooms.

The school serves kindergarten through eighth grade and includes a library, cafeteria, gymnasium, locker rooms, two playgrounds, a full-size soccer field, 1/5-mile track, two gardening areas, nine grade-level flexible learning rooms, nine teacher workrooms, eight Student Support Services Collaboration Rooms, four outdoor learning quads, two art rooms, three Spanish rooms, one Student Support Services Learning Lab and an administration building that houses 20-plus employees.

The operations manager for the school has created a daily script describing when cones are set in the parking lot, when gates are opened and secured, and when custodial teams will attend to daily cleaning. This plan is thorough enough to ensure that all spaces are regularly cleaned, yet flexible enough to allow staff to respond to any immediate needs from students and staff.

Types of Services Funded

Westlake Charter School receives the majority of our funding through the Local Control Funding Formula (LCFF), local property taxes, as well as other federal, state and local sources. These resources provide a wide range of student-centric support programs including Positive Behavior Interventions and Supports (PBIS), Gifted and Talented Education (GATE), Multi-Tiered Systems of Support (MTSS), as well as our locally-developed Reaching Outstanding Achievement Results (ROAR) program which provides targeted intervention support to students.

In addition to the programs above, Westlake Charter School provides Art, Spanish and Physical Education instruction for all of our students. These specialty classes support the overall development of our students, and are predominantly paid for through our LCFF funding.

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 autoinjector (EpiPen) training. All Westlake staff and teachers are CPR recertified every two years. 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 2020.

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. In addition, the first five days teachers are required to be back at work at the start of a new school year are filled with professional development. The Westlake Leadership team, composed of grade-level teacher representatives and members of administration, create ad hoc teams designed to study areas of our program that need improvement. These teams are then tasked with gaining or seeking expertise in the identified areas that can then be delivered to staff. These cycles of continuous improvement have led to professional development in Positive Behavioral interventions and supports, Universal Design for Learning, school culture, technology, and use of data and assessment. Teachers are further supported during implementation through collaboration, support from 1.6 full-time equivalent teachers on special assignment (TOSA), teacher-principal meetings and student-data reported from skills assessments and Benchmark assessments.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2018-19	20
2019-20	20
2020-21	20



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	
	20-21	18-19	19-20	20-21
Teachers				
With a full credential	*	51	54	54
Without a full credential	*	1	2	1
Teaching outside subject area of competence (with full credential)	*	2	1	1



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2019-20 School Year

	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.72
Speech/language/hearing specialist	1.40
Resource specialist (nonteaching)	0.00

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		
	18-19	19-20	20-21
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions	Three-Year Data					
	Westlake CS		Natomas USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	0.6%	0.4%	5.7%	5.0%	3.5%	3.50%
Expulsion rates	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%
	Westlake CS		Natomas USD		California	
	19-20		19-20		19-20	
Suspension rates	0.8%		*		*	
Expulsion rates	0.0%		*		*	

* Information is not available from Natomas USD.

* California suspension and expulsion data is not available at this time.

◇ Not applicable.

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.



Financial Data

The financial data displayed in this SARC is from the 2018-19 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 Certified 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.

Salary Data	2018-19 Fiscal Year	
	Natomas USD	Similar Sized District
Beginning teacher salary	\$37,893	\$49,782
Midrange teacher salary	\$66,186	\$76,851
Highest teacher salary	\$95,882	\$97,722
Average elementary school principal salary	\$119,096	\$121,304
Average middle school principal salary	\$116,393	\$128,629
Average high school principal salary	\$145,211	\$141,235
Superintendent salary	\$311,485	\$233,396
Teacher salaries: percentage of budget	33%	33%
Administrative salaries: percentage of budget	7%	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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Westlake CS	\$9,793	\$60,544
Natomas USD	*	\$68,588
California	\$7,750	\$79,209
School and district: percentage difference	*	-11.7%
School and California: percentage difference	+26.4%	-23.6%

* Information is not available from Natomas USD.

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://dq.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 December 2020.

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$10,526
Expenditures per pupil from restricted sources	\$733
Expenditures per pupil from unrestricted sources	\$9,793
Annual average teacher salary	\$60,544

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.