

Westlake Charter School

Grades K-9
CDS Code 34-75283-0108860

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SARC

2020-21

School
Accountability
Report Card
Published in 2021-22



Westlake

CHARTER SCHOOL

K-8 Campus - 2680 Mabry Drive, Sacramento, CA 95835 - 916-567-5760

9-12 Campus - 4400 East Commerce Way, Sacramento, CA 95834 - 916-567-5780

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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 K-8 students receive instruction in art, physical education and Spanish by credentialed teachers in these areas of expertise;
- Students in grades 9-12 have daily access to flexible blocks of time designed to support, enrich, or extend personalized learning opportunities;
- We are committed to small class sizes;
- We utilize Responsive Classroom and Restorative Justice practices designed to create 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.

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.

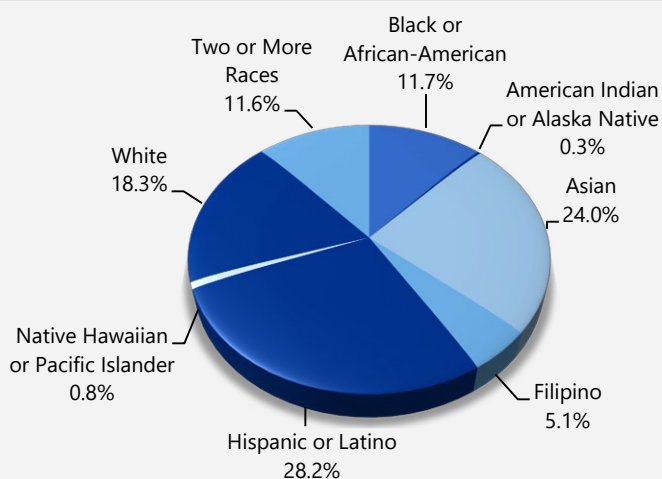
For more information on how to become involved, please contact Amber Hustead, WAVE president, at (916) 567-5760.

Enrollment by Student Group

The total enrollment at the school was 1,000 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year



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.

Let's Explore

Board of Directors

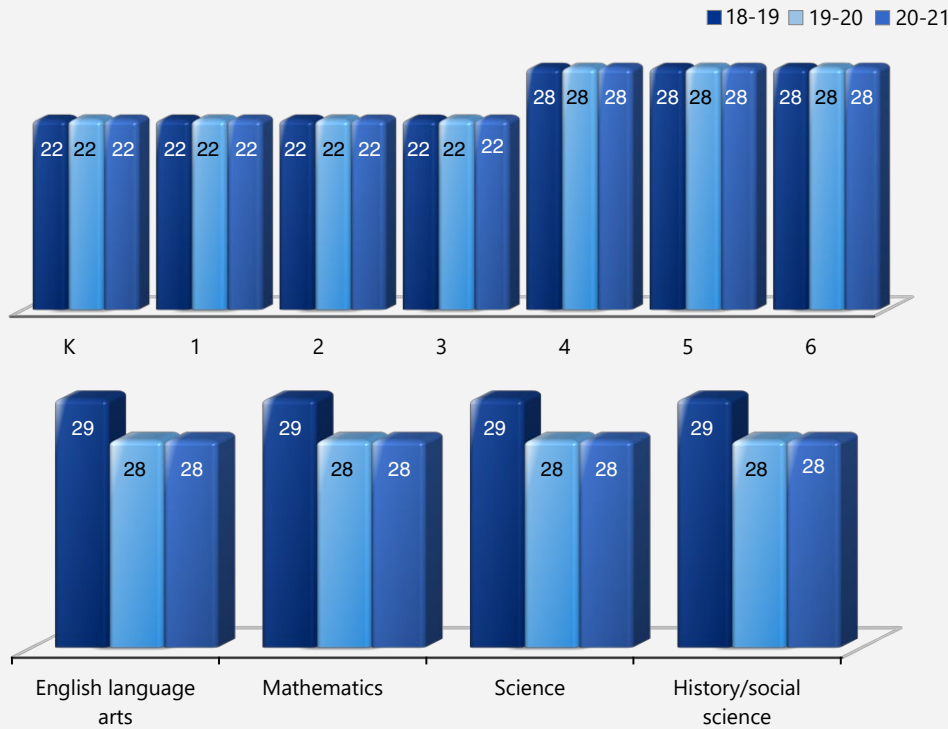
President: Hope Gawlick
 Vice President/Treasurer: Sián Burman
 Secretary: Josh Corell
 Director: Michelle Gibbons
 Director: Jaynee Leggett
 Director: Lila McIver
 Director: Shannon Simonds
 Director: Jed Wallace

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.

Average Class Size

Three-Year Data



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.

Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	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		4			4			4	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		7			8			8	
Mathematics		7			8			8	
Science		7			8			8	
History/social science		7			8			8	



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Westlake CS		Natomas USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	0.4%	0.0%	5.0%	0.4%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Westlake CS		Natomas USD		California
	19-20	19-20	19-20	19-20	19-20
Suspension rates	0.8%	4.5%	2.5%		
Expulsion rates	0.0%	0.1%	0.1%		

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

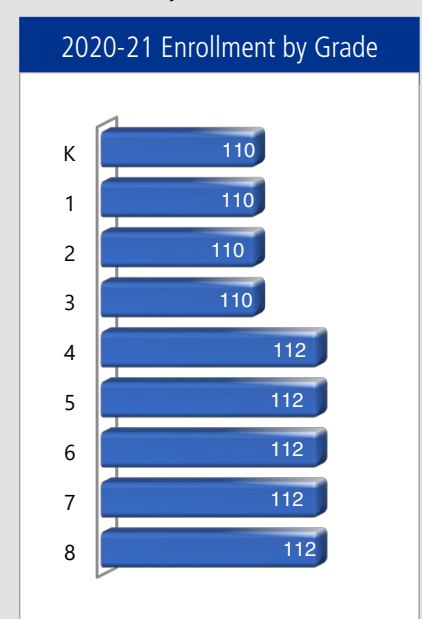
Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.00%	0.00%		
Female	0.00%	0.00%		
Male	0.00%	0.00%		
Non-Binary	0.00%	0.00%		
American Indian or Alaska Native	0.00%	0.00%		
Asian	0.00%	0.00%		
Black or African American	0.00%	0.00%		
Filipino	0.00%	0.00%		
Hispanic or Latino	0.00%	0.00%		
Native Hawaiian or Pacific Islander	0.00%	0.00%		
Two or More Races	0.00%	0.00%		
White	0.00%	0.00%		
English Learners	0.00%	0.00%		
Foster Youth	0.00%	0.00%		
Homeless	0.00%	0.00%		
Socioeconomically Disadvantaged	0.00%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	0.00%	0.00%		

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	45.30%
Male	54.70%
Non-Binary	0.00%
English learners	11.50%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	38.50%
Students with Disabilities	8.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



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			2020-21 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	◆	◆	

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	1,017	1,016	39	3.80%	
Female	460	459	24	5.20%	
Male	557	557	15	2.70%	
American Indian or Alaska Native	3	3	1	33.30%	
Asian	245	245	3	1.20%	
Black or African American	120	119	16	13.40%	
Filipino	53	53	1	1.90%	
Hispanic or Latino	286	286	13	4.50%	
Native Hawaiian or Pacific Islander	8	8	0	0.00%	
Two or More Races	116	116	1	0.90%	
White	186	186	4	2.20%	
English Learners	119	119	4	3.40%	
Foster Youth	0	0	0	0.00%	
Homeless	0	0	0	0.00%	
Socioeconomically Disadvantaged	402	402	30	7.50%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	92	92	9	9.80%	

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

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 2021.

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.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Westlake CS		Natomas USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Westlake CS		Natomas USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

** This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

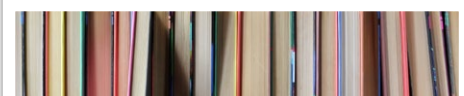
The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.





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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

** This school did not test students using the CAASPP for Science.



Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)

Assessment Name: STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	667	661	99.00%	1.00%	61.00%
Female	✕	✕	✕	✕	✕
Male	✕	✕	✕	✕	✕
American Indian or Alaska Native	1	1	100.00%	0.00%	0.00%
Asian	185	183	99.00%	1.00%	66.00%
Black or African American	75	74	99.00%	1.00%	49.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	184	181	98.00%	2.00%	51.00%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	67.00%
Two or more races	81	81	100.00%	0.00%	64.00%
White	138	138	100.00%	0.00%	70.00%
English Learners	55	54	98.00%	2.00%	26.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	64	58	91.00%	9.00%	36.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

✕ Data not available at this time.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/aq/aq/yr21/documents/mar21item02addendum.docx>).



Local Assessment Test Results by Student Group: Mathematics (grades 3-8)

Assessment Name: STAR

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	667	662	99.00%	1.00%	35.00%
Female	×	×	×	×	×
Male	×	×	×	×	×
American Indian or Alaska Native	1	1	100.00%	0.00%	0.00%
Asian	185	184	99.00%	1.00%	49.00%
Black or African American	75	73	97.00%	3.00%	12.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	184	182	99.00%	1.00%	30.00%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	33.00%
Two or more races	81	81	100.00%	0.00%	33.00%
White	138	138	100.00%	0.00%	38.00%
English Learners	55	55	100.00%	0.00%	18.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	64	59	92.00%	8.00%	17.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

× Data not available at this time.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	Guided Reading/Literacy Circles/Book Clubs (grades K-9): Provides every student with reading instruction at his or her own level during English Language Arts instruction. Students will also experience literature response, shared reading, partner reading and teachers reading aloud.	N/A
	Grammar, spelling and conventions (grades K-9): 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.	
	Fundations 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.	Fundations 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. Open Up High School Math (9th): Standards-based mathematics program that presents math to students in a systematic way while also providing support to struggling learners and challenges advanced students. This program is all green on Ed Reports.	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 (5-8) is a standards-based program that presents history/social science to students in a systematic and engaging way. DBQ Project (9): Inquiry based curriculum that encourages students to think critically and address both social science standards and literacy standards.	N/A
Spanish	¡Viva el español! and Realidades programs: These programs teach Spanish vocabulary, sentence building and conversational skills. Our High School Spanish program uses the Savvas Curriculum for Spanish 1, 2 and 3.	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

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	✧
✧ Not applicable.	

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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.

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		2021-22 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	Good	
Date of the most recent school site inspection	9/29/2021	

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 K-8 students 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 director 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.

In the fall of 2021, Westlake Charter High School (WCHS) launched as an extension of our K-8 program. With 135 ninth grade students, the school opened in a temporary facility that has been used by the Natomas Unified School District to house multiple programs over the past 15 years. The facility is programmed to support at least 375 students and serves as a sufficient temporary facility for the new high school program. To ensure the facilities meet the high standards of our community, the authorizing district and Westlake Charter School, invested over \$600,000 in renovations, equipment, and furnishings prior to the launch of the school year.

Investments included fresh paint, security cameras, paging system, new phones, bells and clocks.



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 3.5 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

2019-20	20
2020-21	20
2021-22	20



"Our curriculum focuses on diversity and appreciation of different cultures."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.1	94.2%	641.3	88.4%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	10.3	1.4%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	0.8%	39.5	5.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	5.0%	11.5	1.6%	12,115.8	4.4%
Unknown	0.0	0.0%	22.6	3.1%	18,854.3	6.9%
Total Teaching Positions	50.0	100.0%	725.4	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Westlake CS	
Permits and Waivers	0.0	
Misassignments	0.4	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.4	

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Westlake CS
Credentialed Teachers Authorized on a Permit or Waiver	0.5
Local Assignment Options	2.0
Total Out-of-Field Teachers	2.5



Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Westlake CS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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

2020-21 School Year

	Ratio
Pupils to Academic counselors	377:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.00
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

Financial Data

The financial data displayed in this SARC is from the 2019-20 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.

Salary Data			2019-20 Fiscal Year
	Natomas USD	Similar Sized District	
Beginning teacher salary	\$46,711	\$51,029	
Midrange teacher salary	\$67,510	\$78,583	
Highest teacher salary	\$97,800	\$99,506	
Average elementary school principal salary	\$125,819	\$124,576	
Average middle school principal salary	\$120,160	\$131,395	
Average high school principal salary	\$148,115	\$144,697	
Superintendent salary	\$320,830	\$240,194	
Teacher salaries: percentage of budget	33%	34%	
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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Westlake CS	\$9,224	\$64,215	
Natomas USD	*	\$72,573	
California	\$8,444	\$81,044	
School and district: percentage difference	*	-11.5%	
School and California: percentage difference	+9.2%	-20.8%	

* Information is not available from Natomas USD.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$10,002
Expenditures per pupil from restricted sources	\$778
Expenditures per pupil from unrestricted sources	\$9,224
Annual average teacher salary	\$64,215



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.

School Accountability Report Card

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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 January 2022.



ADDENDUM

Natomas USD - CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,143	663	12.89%	87.11%	53.53%
Female	2,433	319	13.11%	86.89%	62.42%
Male	2,708	344	12.70%	87.30%	45.32%
American Indian or Alaska Native	35	5	--	85.71%	--
Asian	724	103	14.23%	85.77%	65.00%
Black or African American	1,141	114	9.99%	90.01%	44.04%
Filipino	187	38	20.32%	79.68%	62.16%
Hispanic or Latino	1,644	230	13.99%	86.01%	49.33%
Native Hawaiian or Pacific Islander	107	14	13.08%	86.92%	50.00%
Two or more races	572	61	10.66%	89.34%	48.28%
White	733	98	13.37%	86.63%	63.44%
English Learners	650	58	8.92%	91.08%	14.04%
Foster Youth	43	2	4.65%	95.35%	--
Homeless	262	16	6.11%	93.89%	25.00%
Military	31	1	3.23%	96.77%	--
Socioeconomically disadvantaged	3,258	356	10.93%	89.07%	45.16%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	759	107	14.10%	85.90%	17.48%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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





ADDENDUM

Natomas USD - CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,143	654	12.72%	87.28%	29.10%
Female	2,433	315	12.95%	87.05%	31.19%
Male	2,708	339	12.52%	87.48%	27.16%
American Indian or Alaska Native	35	5	--	85.71%	--
Asian	724	106	14.64%	85.36%	40.95%
Black or African American	1,141	110	9.64%	90.36%	17.27%
Filipino	187	39	20.86%	79.14%	43.59%
Hispanic or Latino	1,644	232	14.11%	85.89%	19.74%
Native Hawaiian or Pacific Islander	107	12	11.21%	88.79%	16.67%
Two or more races	572	58	10.14%	89.86%	31.58%
White	733	92	12.55%	87.45%	47.25%
English Learners	650	61	9.38%	90.62%	5.00%
Foster Youth	43	2	4.65%	95.35%	--
Homeless	262	14	5.34%	94.66%	0.00%
Military	31	1	3.23%	96.77%	--
Socioeconomically disadvantaged	3,258	346	10.62%	89.38%	21.01%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	759	102	13.44%	86.56%	6.93%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

