

Westlake Charter School

Grades K-10
CDS Code 34-75283-0108860

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23



Westlake

CHARTER SCHOOL

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Principal's Message

Westlake Charter School 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.

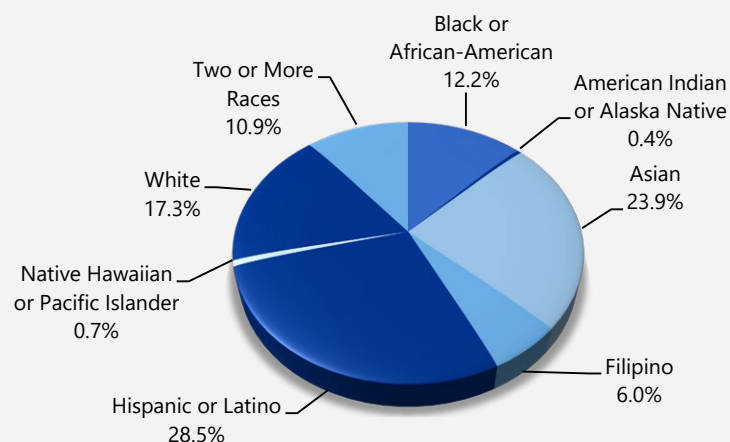
For more information on how to become involved, please contact Amber Husted, WAVE president, at (916) 567-5760.

Enrollment by Student Group

The total enrollment at the school was 1,129 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 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: Katie Davis

Director: Dr. Meredith Galloway

Director: Shannon Simonds

Director: Nirali Patel

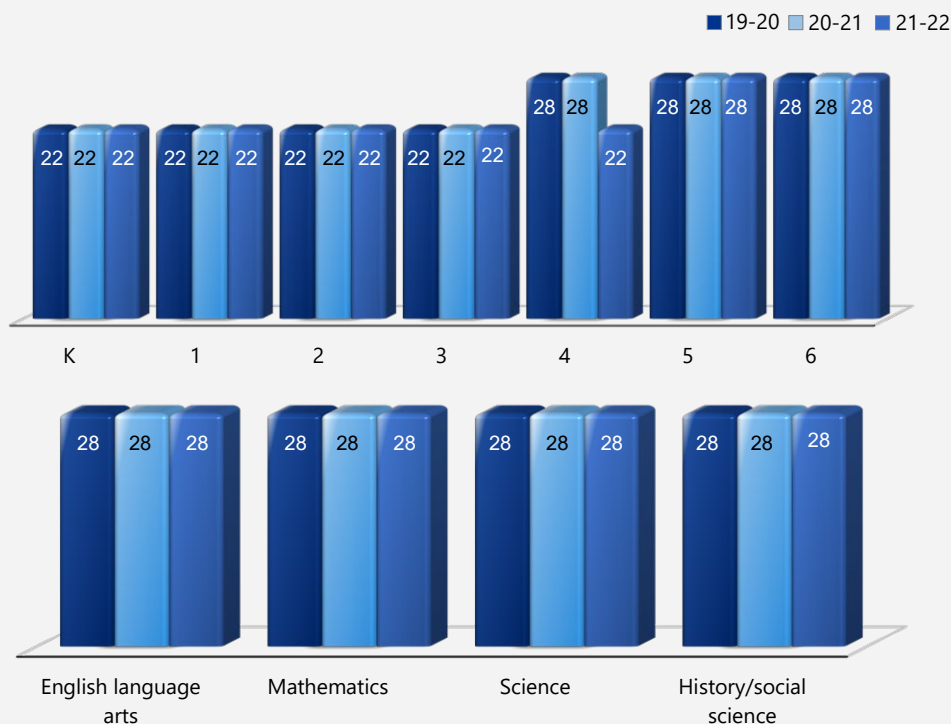


Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
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		8			8			4	
Mathematics		8			8			4	
Science		8			8			4	
History/social science		8			8			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.

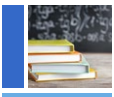
Westlake Charter School values the leadership principles of transparency and shared decision-making necessary to cultivate a collaborative school culture. Our students learn in collaborative models; our teachers plan in grade-level professional-learning teams; our parents provide immeasurable support 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.



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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	0.9%	0.4%	6.3%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%

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
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

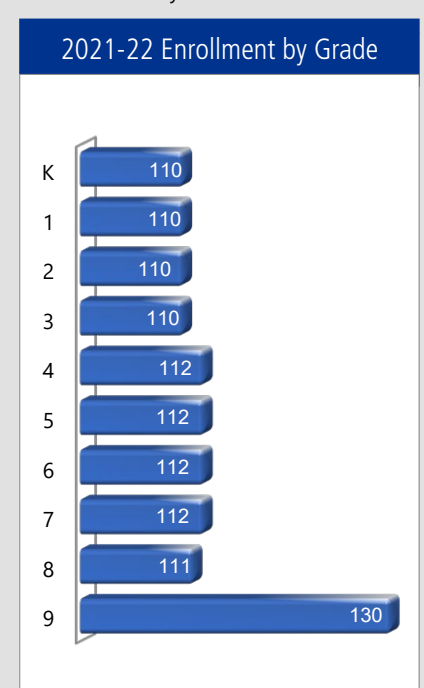
Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.9%	0.0%		
Female	0.6%	0.0%		
Male	1.1%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.7%	0.0%		
Black or African American	0.7%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	1.2%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	1.6%	0.0%		
White	0.5%	0.0%		
English Learners	0.7%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	0.7%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	4.1%	0.0%		

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	46.20%
Male	53.80%
Non-Binary	0.00%
English learners	12.50%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	34.30%
Students with Disabilities	9.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95%	94%	97%	95%	99%
7	99%	100%	100%	100%	100%
9	98%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	1,160	1,151	291	25.30%	
Female	541	536	133	24.80%	
Male	619	615	158	25.70%	
American Indian or Alaska Native	5	5	2	40.00%	
Asian	281	280	48	17.10%	
Black or African American	141	140	34	24.30%	
Filipino	69	69	11	15.90%	
Hispanic or Latino	332	327	111	33.90%	
Native Hawaiian or Pacific Islander	8	8	3	37.50%	
Two or More Races	127	125	40	32.00%	
White	197	197	42	21.30%	
English Learners	144	144	40	27.80%	
Foster Youth	0	0	0	0.00%	
Homeless	1	1	0	0.00%	
Socioeconomically Disadvantaged	452	448	169	37.70%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	121	120	39	32.50%	

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 K-8 students, as well as CIF-Athletics at our High School. Specialty classes and athletics support the overall development of our students, and are predominantly paid for through our LCFF funding.

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission

Westlake CS

2020-21 and 2021-22 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	0.00%



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	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	41.55%	▲	19.80%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	★	62%	★	46%	★	47%
Mathematics	★	44%	★	30%	★	33%

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

★ 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).



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.

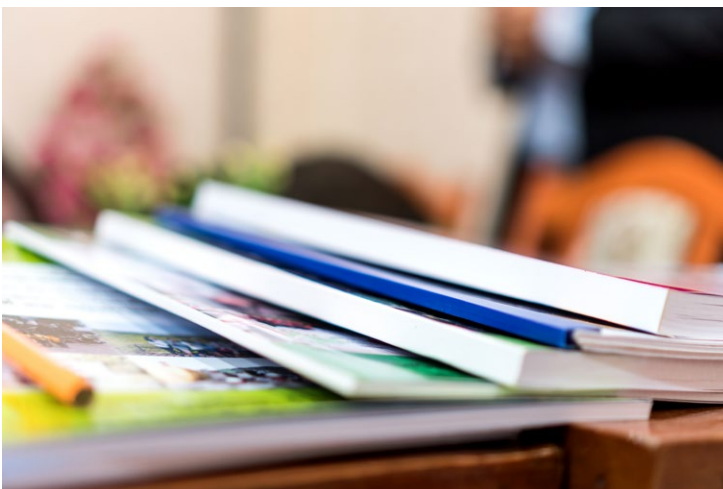
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	221	219	99.10%	0.90%	41.55%
Female	90	90	100.00%	0.00%	34.44%
Male	131	129	98.47%	1.53%	46.51%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	50	49	98.00%	2.00%	44.90%
Black or African American	30	30	100.00%	0.00%	23.33%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	61	61	100.00%	0.00%	32.79%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	31	31	100.00%	0.00%	54.84%
White	40	39	97.50%	2.50%	53.85%
English Learners	15	15	100.00%	0.00%	6.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	73	73	100.00%	0.00%	23.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	28	27	96.43%	3.57%	25.93%

❖ 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.

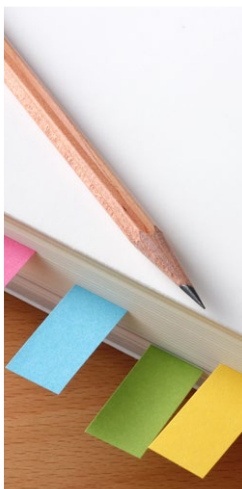




CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	669	665	99.40%	0.60%	61.75%
Female	294	292	99.32%	0.68%	70.79%
Male	375	373	99.47%	0.53%	54.69%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	165	165	100.00%	0.00%	68.29%
Black or African American	78	78	100.00%	0.00%	43.59%
Filipino	40	39	97.50%	2.50%	82.05%
Hispanic or Latino	187	186	99.47%	0.53%	55.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	73	72	98.63%	1.37%	55.56%
White	120	119	99.17%	0.83%	70.59%
English Learners	62	62	100.00%	0.00%	16.13%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	237	237	100.00%	0.00%	43.64%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	74	72	97.30%	2.70%	36.11%

❖ 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.

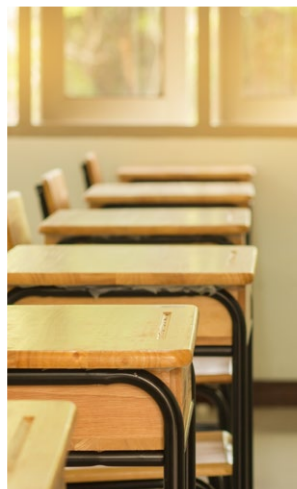




CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	669	663	99.10%	0.90%	43.74%
Female	294	291	98.98%	1.02%	36.77%
Male	375	372	99.20%	0.80%	49.19%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	165	165	100.00%	0.00%	51.52%
Black or African American	78	78	100.00%	0.00%	23.08%
Filipino	40	39	97.50%	2.50%	69.23%
Hispanic or Latino	187	185	98.93%	1.07%	33.51%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	73	72	98.63%	1.37%	44.44%
White	120	118	98.33%	1.67%	53.39%
English Learners	62	62	100.00%	0.00%	17.74%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	237	236	99.58%	0.42%	28.39%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	74	71	95.95%	4.05%	21.13%

❖ 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.





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

2022-23 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. Currently piloting new math program for adoption during the 2022-23 school year.	June 2015 (only applies to K-5)
	Open Up Middle School Math (6-8th grades): 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.	
	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.	
Science	For these 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. Grades 6-8: OpenSciEd is used to provide NGSS-aligned science instruction.	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

2022-23 School Year

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

Quality of Textbooks

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

Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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		2022-23 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		8/12/2022

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.

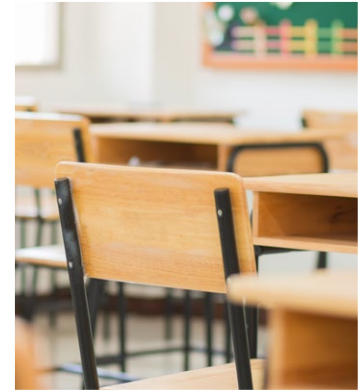
The operations director for the school has created a daily script describing when cones are set in the parking lot, when gates are opened and secured, and when custodial teams will attend to daily cleaning. This plan is thorough enough to ensure that all spaces are regularly cleaned, yet flexible enough 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. 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, and currently houses our 250 ninth and tenth grade students. 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.



"Our staff are committed, engaged and share in the leadership of our school."



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

2020-21	20
2021-22	20
2022-23	20



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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%

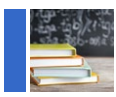
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.3	89.1%	637.7	85.7%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	15.4	2.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	1.4%	60.0	8.1%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	0.8%	7.7	1.0%	11,953.1	4.3%
Unknown	4.5	8.7%	23.0	3.1%	15,831.9	5.7%
Total Teaching Positions	52.0	100.0%	743.9	100.0%	279,044.8	100.0%

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/calpadsupdfdash201.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>.





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment	2020-21	2021-22	
Permits and Waivers	0.0	0.0	
Misassignments	0.4	0.7	
Vacant Positions	0.0	0.0	
Total Teachers Without Credentials and Misassignments	0.4	0.7	

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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		Two-Year Data	
Indicator	2020-21	2021-22	
Credentialed Teachers Authorized on a Permit or Waiver	0.5	0.4	
Local Assignment Options	2.0	0.0	
Total Out-of-Field Teachers	2.5	0.4	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

Class Assignments		Two-Year Data	
Indicator	2020-21	2021-22	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5%	2.1%	
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%	0.6%	

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

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>.

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 2022.



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

2021-22 School Year

	Ratio
Pupils to Academic counselors	377:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.4
Resource specialist (nonteaching)	0.0



Financial Data

The financial data displayed in this SARC is from the 2020-21 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		2020-21 Fiscal Year
	Natomas USD	Similar Sized District
Beginning teacher salary	\$48,112	\$54,370
Midrange teacher salary	\$69,535	\$82,681
Highest teacher salary	\$100,734	\$106,610
Average elementary school principal salary	\$129,916	\$135,283
Average middle school principal salary	\$123,764	\$141,244
Average high school principal salary	\$155,787	\$152,955
Superintendent salary	\$330,455	\$264,367
Teacher salaries: percentage of budget	35%	33%
Administrative salaries: percentage of budget	6%	5%

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.

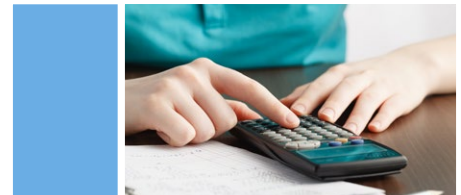
Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Westlake CS	\$10,091	\$63,052
Natomas USD	*	*
California	\$6,594	\$88,358
School and district: percentage difference	*	*
School and California: percentage difference	+53.0%	-28.6%

* 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$11,277
Expenditures per pupil from restricted sources	\$1,186
Expenditures per pupil from unrestricted sources	\$10,091
Annual average teacher salary	\$63,052



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.

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.

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 2023.

School Accountability Report Card

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