

SARC

2024-25 School Accountability Report Card
Published in 2025-26



Westlake

CHARTER SCHOOL

Jessica Block, K-8 Principal ▪ jblock@westlakecharter.com

Lila McIver, 9-12 Principal ▪ lmciver@westlakecharter.com

Grades K-12 ▪ CDS Code 34-75283-0108860



Let's Explore



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

John Eick, Executive Director ▪ jeick@westlakecharter.com ▪ (916) 567-5760 ▪ www.westlakecharter.com

Principal's Message

Westlake Charter School is a public, tuition-free K-12 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 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.

Family Involvement

The Westlake Association of Volunteer Explorers (WAVE) consists of families 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 families to the volunteer needs of the school. Within this structure, there are leadership opportunities that help define and orchestrate family participation by organizing families into teams for fundraising, community building, communications and family participation, and family enrichment opportunities. WAVE plays a key role in the development and facilitation of family engagement nights such as Bingo Night, Science Night and Movie Night. Furthermore, the WAVE team focuses efforts on family engagement and volunteerism; as such our high school athletics program benefits greatly from this partnership.

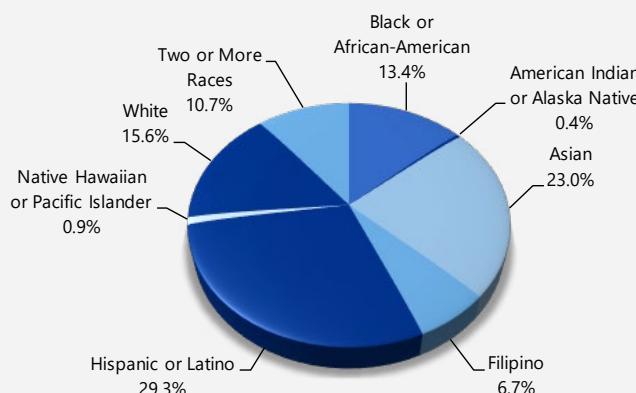
WAVE distributes information throughout the school year about current family-participation opportunities and initiates monthly meetings for families to share ideas. WAVE strives to find a place for every family member to participate so not only do our children and the school benefit, but families also 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 our WAVE president, at wavewcs@gmail.com.

Enrollment by Student Group

The total enrollment at the school was 1,493 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



Westlake
CHARTER SCHOOL

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

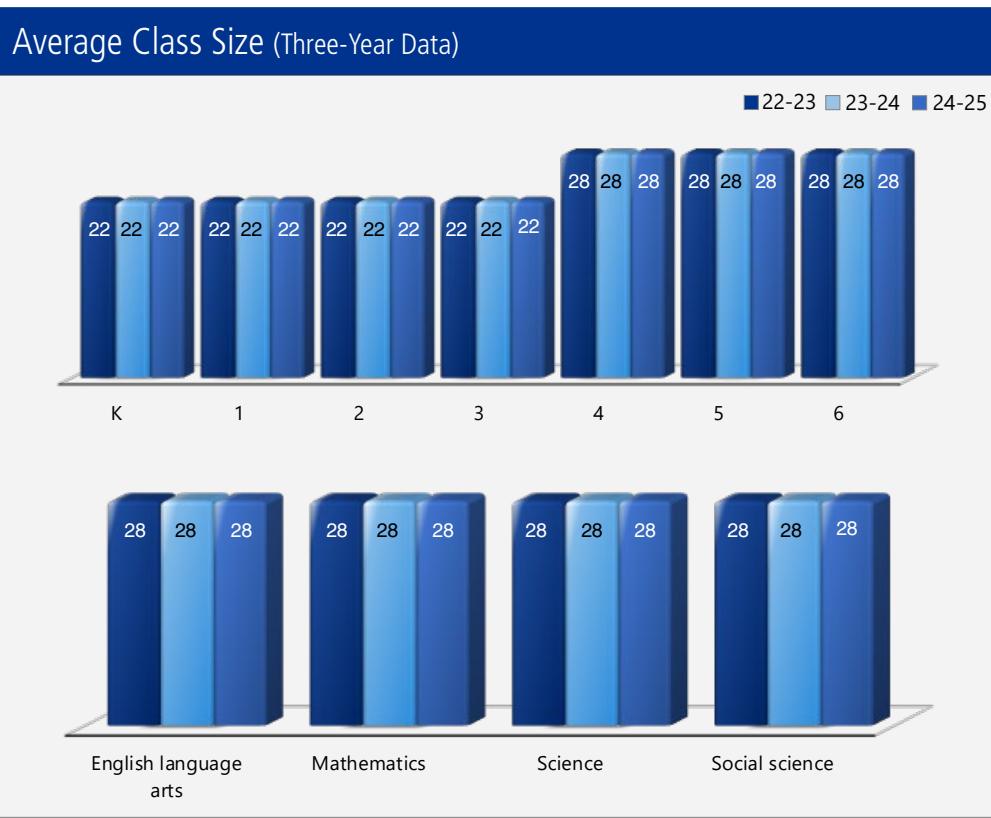
We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as global citizens.

Board of Directors

Hope Gawlick, President
Dr. Siân Burman, Vice President/Treasurer
Josh Corell, Secretary
Amber Hustead, Community Member
Suzanne Marczak, Community Member
Nirali Patel, Community Member/Parent
Satveer Ark, Community Member
Sally Hubbard, WCS Staff Representative
Katie Sanchez, WCS Staff Representative

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.



Enrollment by Student Group

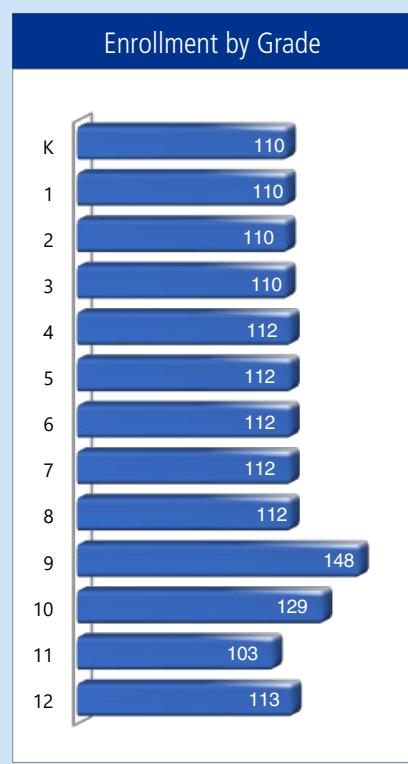
Demographics	
2024-25 School Year	
Female	47.80%
Male	52.20%
Non-Binary	0.00%
English Learners	9.60%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	32.70%
Students with Disabilities	12.10%

Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	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	21-32	33+
English language arts		8			26			26	
Mathematics		8			26			26	
Science		8			26			26	
Social science		8			26			26	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	Westlake Charter			Natomas USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	2.10%	2.80%	2.90%	6.90%	6.00%	5.70%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.90%	0.00%
Female	2.50%	0.00%
Male	3.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.40%	0.00%
Black or African American	5.40%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.90%	0.00%
Native Hawaiian or Pacific Islander	7.10%	0.00%
Two or More Races	6.80%	0.00%
White	1.30%	0.00%
English Learners	1.30%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.70%	0.00%

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 has expanded our program to serve students through 12th grade.

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 graduate as truly engaged community members with the academic and social-emotional readiness to lead as global citizens.

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. 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 (2024-25 School Year)					
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	99%	99%	99%	99%	99%
7	100%	100%	100%	100%	100%
9	100%	99%	99%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1,528	1,515	239	15.80%
Female	734	725	112	15.40%
Male	794	790	127	16.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	354	349	37	10.60%
Black or African American	205	204	36	17.60%
Filipino	102	102	11	10.80%
Hispanic or Latino	448	443	88	19.90%
Native Hawaiian or Pacific Islander	14	14	6	42.90%
Two or More Races	163	162	25	15.40%
White	235	234	33	14.10%
English Learners	151	148	21	14.20%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	601	595	129	21.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	194	191	45	23.60%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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. Westlake staff and teachers are CPR recertified every two years, with the most recent re-certification completed in the fall of 2025. 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 2025.



California School Dashboard

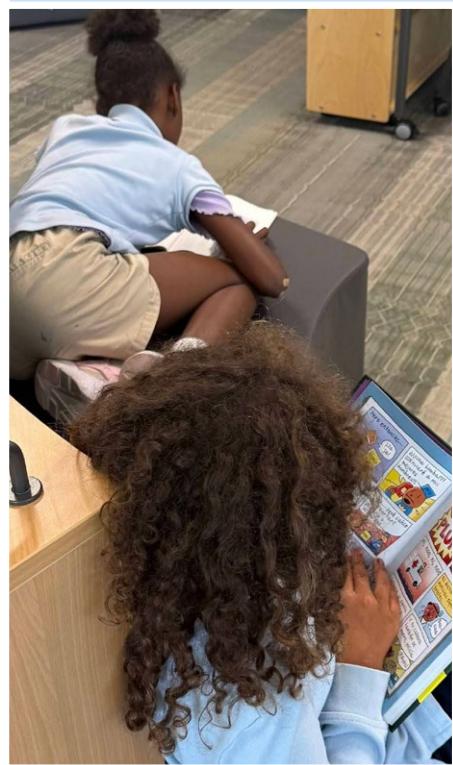
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



CAASPP Test Results in Science for All Students

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 Charter		Natomas USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	47%	43%	22%	19%	31%	32%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3—Alternate) 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 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 Charter		Natomas USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	59%	55%	45%	44%	46%	48%
Mathematics	40%	40%	30%	30%	34%	37%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	443	437	98.65%	1.35%	42.63%
Female	196	193	98.47%	1.53%	43.01%
Male	247	244	98.79%	1.21%	49.18%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	100	100	100.00%	0.00%	43.00%
Black or African American	64	64	100.00%	0.00%	32.81%
Filipino	28	28	100.00%	0.00%	60.71%
Hispanic or Latino	122	120	98.36%	1.64%	39.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	49	48	97.96%	2.04%	56.25%
White	72	69	95.83%	4.17%	66.67%
English Learners	25	25	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	164	163	99.39%	0.61%	36.81%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	46	44	95.65%	4.35%	22.73%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	767	756	98.57%	1.43%	54.76%
Female	365	359	98.36%	1.64%	56.82%
Male	402	397	98.76%	1.24%	52.90%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	185	185	100.00%	0.00%	60.54%
Black or African American	103	102	99.03%	0.97%	43.14%
Filipino	59	59	100.00%	0.00%	64.41%
Hispanic or Latino	215	214	99.53%	0.47%	46.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	80	79	98.75%	1.25%	50.63%
White	114	106	92.98%	7.02%	69.81%
English Learners	55	55	100.00%	0.00%	18.18%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	303	299	98.68%	1.32%	42.81%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	80	76	95.00%	5.00%	27.63%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	767	757	98.70%	1.30%	39.89%
Female	365	359	98.36%	1.64%	32.87%
Male	402	398	99.00%	1.00%	46.23%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	185	185	100.00%	0.00%	48.11%
Black or African American	103	102	99.03%	0.97%	23.53%
Filipino	59	59	100.00%	0.00%	54.24%
Hispanic or Latino	215	215	100.00%	0.00%	26.98%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	80	79	98.75%	1.25%	41.77%
White	114	106	92.98%	7.02%	54.72%
English Learners	55	55	100.00%	0.00%	5.45%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	303	299	98.68%	1.32%	29.10%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	80	76	95.00%	5.00%	15.79%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates (Three-Year Data)						
	Graduation Rate			Dropout Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Westlake Charter	*	*	100.00%	*	*	0.00%
Natomas USD	94.30%	95.20%	95.50%	2.00%	1.50%	1.20%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group (2024-25 School Year)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	111	111	100.00%
Female	59	59	100.00%
Male	52	52	100.00%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	18	18	100.00%
Black or African American	14	14	100.00%
Filipino	❖	❖	❖
Hispanic or Latino	32	32	100.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	14	14	100.00%
White	24	24	100.00%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	53	53	100.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	17	17	100.00%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

* Not applicable. The first graduating class at Westlake Charter School was in the 2024-25 school year.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

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

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024-25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2024-25 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Westlake Charter	
2024-25 School Year	
Percentage of students enrolled in courses required for UC/CSU admission	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission	100.00%

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 Director of Curriculum and Instruction works with our staff to pilot and recommend curriculum materials for adoption. Selections are presented at WCS board meetings. Westlake Charter School also uses various supplemental resources, technology, and applications to strengthen the curriculum.

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

Using a shared leadership model, the Director of Curriculum and Instruction works with various instructional teams, such as middle school math or Student Support Services, to discuss and review curriculum needs. In addition, the Director of C&I and the two full-time Capacity-Building Teachers on Special Assignment identify professional development needs, devise committees to investigate challenges or identify enhancements, and make recommendations to the administration after conferring with various grade-level team members.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	<p>For these ELA 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 the ELA Common Core standards.</p> <p>Literacy Circles/Book Clubs/Novel Studies (K-12): This program provides every student with reading instruction during English Language Arts instruction. Students have access to leveled texts and choice texts in ELA. Students will also experience literature response, shared reading, partner reading, and teacher read-aloud.</p> <p>Grammar, spelling, and conventions (K-12): Explicit instruction in grammar, usage, and mechanics through miniature lessons and connections to reading and themes.</p> <p>Fundations is the phonics reading program used in K-3 to teach foundational reading skills, including phonics, phonemic awareness, and spelling.</p> <p>NewsELA, RAZKids, Storyworks, Freckle, Lexia, and Learning Ally are ELA supplemental programs.</p>	<p>N/A</p> <p>Fundations 2020</p>
Mathematics	<p>Illustrative Mathematics, Imagine Learning (K-5): A problem-based learning math program that is standards-based. Adopted math program during 2023-24 school year. This program is all green on Ed Reports. Imagine Math—a supplemental math program.</p> <p>Illustrative Mathematics, Open Up Middle School Math (6-8): 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. Imagine Math—a supplemental math program.</p> <p>Open Up High School Math (9-12): 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. The high school math program uses Delta Math as a supplemental math program.</p>	<p>Illustrative Math 2023</p>
Science	<p>K-12—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.</p> <p>Grades K-5: Mystery Science is used to provide NGSS-aligned science instruction.</p> <p>Grades 6-8: OpenSciEd is used to provide NGSS-aligned science instruction.</p>	<p>N/A</p>

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	
2025-26 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	
2025-26 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.

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List (2025-26 School Year)		
Subject	Textbook	Adopted
History/social science	<p>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.</p> <p>History Alive, TCI (5-8) is a standards-based program that presents history/social science to students in a systematic and engaging way.</p> <p>Inquiry-based curriculum that encourages students to think critically and address both social science standards and literacy standards.</p> <p>Ethnics Studies is implemented in our 9th-grade curriculum as a five-unit course and is taught using the frameworks provided by the California Department of Education.</p>	N/A
Spanish	¡Viva el español! and Realidades programs: These programs teach Spanish vocabulary, sentence building and conversational skills. Our courses focus on communication, culture, and connection standards in the world language/ Spanish classes.	N/A
Physical Education	Centered on California State Standards for physical education. Units are developed using standards and Backward Design.	N/A

Career Technical Education Programs

Westlake Charter School does not offer Career Technical Education programs.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data (2024-25 Participation)	
	Westlake Charter
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%



"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.."

Honors Courses

Westlake Charter High School offers UC-approved Honors Courses starting in the 10th grade. Honors courses are offered in all core subject areas and are open to all students in grades 10-12. The rigor of the UC-approved honors courses matches that found in an IB or AP classroom.

Advanced Placement Courses

Westlake Charter School does not offer Advanced Placement (AP) courses. In lieu of AP courses, Westlake Charter High School offered UC-approved honors courses, which offer rigor and weighted grades that match Advanced Placement courses.



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), academic and social-emotional readiness, as well as our locally-developed programs which provide 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 and other state-level funding.

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 (2025-26 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 FIT report	8/1/2025



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 500 ninth through twelfth grade students. The facility is programmed to support at least 375 students, and was expanded during the summer of 2024 to include five new portable classrooms to accommodate our full targeted capacity. This facility 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 \$3,600,000 in renovations, equipment, portable classrooms and furnishings prior to the launch of the school year. Recent investments included portable classrooms, fresh paint, security cameras, paging system, new phones, bells and clocks.

Professional Development

Westlake Charter School has early dismissal every Wednesday so that teachers can participate in professional development trainings and 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 WCS Capacity Builders team, composed of two teachers and two administrators, leverages feedback from school-wide surveys to identify areas of our program that need improvement. This team then designs learning modules housed in an online platform used as professional learning tools for staff. These modules include videos of teachers on our staff demonstrating blueprinted best practices. These cycles of continuous improvement have led to professional development in Positive Behavioral Interventions and Supports, Universal Design for Learning, school culture, Professional Learning Communities (PLC), technology, and use of data and assessment, QTEI, GLAD, Instructional Design, and Math. Teachers are further supported during implementation through collaboration, support from 5.5 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
2023-24
2024-25
2025-26

Teacher Preparation and Placement

These tables display 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 (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%

Teacher Preparation and Placement (2022-23 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)	45.2	78.1%	625.8	84.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	1.7%	20.4	2.8%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.8	15.3%	65.0	8.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	4.8%	7.3	1.0%	11,746.9	4.2%
Unknown	0.0	0.0%	25.7	3.5%	14,303.8	5.2%
Total Teaching Positions	58.0	100.0%	744.4	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	49.2	78.2%	629.8	83.3%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	2.2	3.6%	18.8	2.5%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.7	12.4%	66.4	8.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	0.6%	5.4	0.7%	12,112.8	4.3%
Unknown	3.2	5.1%	35.8	4.7%	13,705.8	4.9%
Total Teaching Positions	63.0	100.0%	756.3	100.0%	278,927.1	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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.7	8.8	7.7
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.7	8.8	7.7



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.4	0.8	0.4
Local Assignment Options	0.0	2.0	0.0
Total Out-of-Field Teachers	0.4	2.8	0.4

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1%	22.2%	18.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6%	0.5%	2.1%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	373:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	4.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	2.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	3.0
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 (2023-24 Fiscal Year)		
	Natomas USD	Similar Sized District
Beginning teacher salary	\$54,362	\$62,783
Midrange teacher salary	\$78,568	\$97,783
Highest teacher salary	\$113,820	\$128,020
Average elementary school principal salary	\$144,413	\$160,224
Average middle school principal salary	\$144,037	\$166,991
Average high school principal salary	\$152,927	\$180,970
Superintendent salary	\$300,000	\$313,465
Teacher salaries: percentage of budget	31.87%	30.05%
Administrative salaries: percentage of budget	6.36%	5.00%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Westlake Charter	\$13,422	\$70,237
Natomas USD	*	\$87,553
California	\$11,146	\$103,743
School and district: percentage difference	*	-19.8%
School and California: percentage difference	+20.4%	-32.3%

* Information is not available from Natomas USD.

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

All data accurate as of December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$14,696
Expenditures per pupil from restricted sources	\$1,274
Expenditures per pupil from unrestricted sources	\$13,422
Annual average teacher salary	\$70,237



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

Published by:

 **SchoolStatus**
www.schoolstatus.com